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# Guilford College

## Catalog

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### 1982-84

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### Bulletin

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### Number One

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### Volume LXXV

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Guilford College  
Bulletin  
June 1982  
Volume LXXV, No. 1  
Published monthly except in January, April, July  
and October by Guilford College, 5800  
West Friendly Avenue, Greensboro,  
North Carolina 27410. Second class  
postage paid at Greensboro, North  
Carolina 27420.

**Guilford College Bulletin**

**June, 1982**

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231-600), of which this publication is  
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Carolina 27420.

# What Distinguishes Guilford College?

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What distinguishes Guilford College?  
A beautiful campus?  
Outstanding academic programs?  
A spirited and zestful ethos?  
Close faculty/student relationships?  
Strong recreational and athletic programs?  
Attention to personal and social values?  
Effective career and placement programs?  
Guilford has *all* of these.

And what is more, they are integrated with balance and imagination. Guilford is a Quaker liberal arts college; one of the oldest coeducational colleges in the nation, yet one of the most forward looking. The traditions of excellence in learning, value sensitivity, equality of opportunity, consensual governance, and wholehearted community are complemented by new international programs, interdisciplinary studies, closely integrated liberal arts and pre-professional preparation, and innovative styles of teaching and learning.


The decision to go to college, especially a private liberal arts college like Guilford, is *very* important. It is a decisive point at which you may, perhaps for the first time, make a *choice* that will shape the characteristics of your future

life—ways of thinking rigorously and creatively; ways of understanding contemporary issues in historical and social perspectives; knowledge and skills that prepare you for a successful career; personal friendships of a quality that will be enduring; styles of personal relaxation, recreation and reflection; deeper ways of enjoying the aesthetic aspects of culture; and modes of working through personal dilemmas with an understanding of values and commitments worthy of devotion.

All of this can be best accomplished at a college like Guilford: small enough to offer close and caring relationships, yet large enough to have the faculty and facilities for a full-scale academic program.

It is finally the quality and warmth of the *people* who are attracted to Guilford that give it distinction—people who have a seriousness of purpose and are also fun loving; people selected carefully to take optimal advantage of the opportunities of the College; people who care about the world around them.

We would welcome you into this community!



William R. Rogers  
President

# A Guilford Profile

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## The College

Founded in 1837 by the Religious Society of Friends (Quakers) as New Garden Boarding School. Became Guilford College in 1889—third oldest coeducational institution in the nation.

## The Curriculum

Four year liberal arts, accredited by the Southern Association of Colleges and Schools

27 academic majors plus 5 preprofessional programs and 7 concentrations

### Special Options

Four cooperative programs with two universities and one medical school

Member of an area college/university consortium—allows students to take courses at five other campuses without additional charge

Off-campus study programs in New York City, Washington, Guilford's facilities on North Carolina's Outer Banks, St. Petersburg, FL, Rocky Mountains and San Francisco

Summer or semester abroad programs available in England, Germany, Japan, Greece, France, Russia and Spain

Internship program offers practical experience available in businesses, industries and agencies

## The Enrollment

1,100 undergraduates

Male 53% Female 47%

Residential students 850

Representing 30 states and 31 foreign countries

60% come from outside North Carolina

9% are Quaker students

### Other Enrollment

500 evening students, Center for Continuing Education

## The Faculty

93 full-time equivalent faculty members (83 full time)

85% with PhDs from over 50 different universities

### Student/Faculty Ratio

1 to 16

### Average Class Size

19 students

### Degrees Granted

AB BS BFA BM BMEd

AA and BAS degrees also offered in accounting, administration of justice and management through Center for Continuing Education

## The Campus

300 acres, includes Georgian architecture with all buildings new, restored or renovated in past 15 years

Located west of Greensboro, second largest city in North Carolina (population of metropolitan area: 305,000)

### Special Facilities

The Library: 194,000 books, periodicals and nonprint media

Physical Education Center: newest campus facility (1980), 64,000 square feet including varsity basketball court, natatorium with separate diving tank, three other courts plus racquetball and handball courts

Arts and crafts center: studios, gallery space, outdoor kiln

Other: academic skills center includes limited free tutoring service, computer center (two DEC PDP-11 computers with terminals in five campus buildings)

Astronomy Observatory (1981), shared with two other institutions, 32" telescope plus TV system which enhances to 100" telescope quality

### Special Distinctions

Houses the Poetry Center for the



**Southeast**

Faculty/campus honors: *Journal of Undergraduate Mathematics*, *Monographs in Undergraduate Mathematics*, *The Undergraduate Journal of Physics*, *Degré Second: Studies in French Literature*, *The Southern Friend* and *The Guilford Review* edited and published at Guilford

Student honors: four recent Danforth Fellows and two Fulbright Scholars

**Athletics**

7 men's varsity sports (baseball, basketball, football, golf, lacrosse, soccer, tennis) and 4 women's varsity sports (basketball, softball, tennis, volleyball) plus complete intramural program and club sports

**Financial Information**

Tuition and fees	\$4,320
Room and board	\$2,030
Student activity fee	<u>\$ 110</u>
Total	\$6,460

**Student Aid**

72% of students receive some form of financial aid

\$1,827,000 in scholarships, loans and grants awarded in 1981-82

**College Endowment**

\$8 million (market value)

# Correspondence Directory

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## For Information On:

Academics

Admissions

Business

Development

Financial Aid

Job Placement

Records and Registration

Student Housing

Other Student Matters

Address all correspondence to:

**Guilford College**

**5800 West Friendly Avenue**

**Greensboro, North Carolina 27410**

**(919) 292-5511**

## Write To:

Samuel Schuman, Academic Dean

Frances J. Cook, Director of Admissions  
Thomas West, Director of Admissions for  
Continuing Education

Richard Coe, Associate Business Manager

James C. Newlin, Director of Financial  
Affairs

Anthony E. Gurley, Director of Financial  
Aid

James Keith, Director of Career  
Development and Experiential Learning

Floyd A. Reynolds, Registrar  
or

Cathy O. West, Assistant Registrar,  
Center for Continuing Education

Robert White, Director of Housing and  
Security Services

Kenneth L. Schwab, Dean of Students

## Nondiscriminatory Policy

Guilford College does not discriminate on the basis of age, race, color, religion, national and ethnic origin, sex, or handicap in the administration of educational policies, admission policies, financial aid, employment or any other college program or activity.

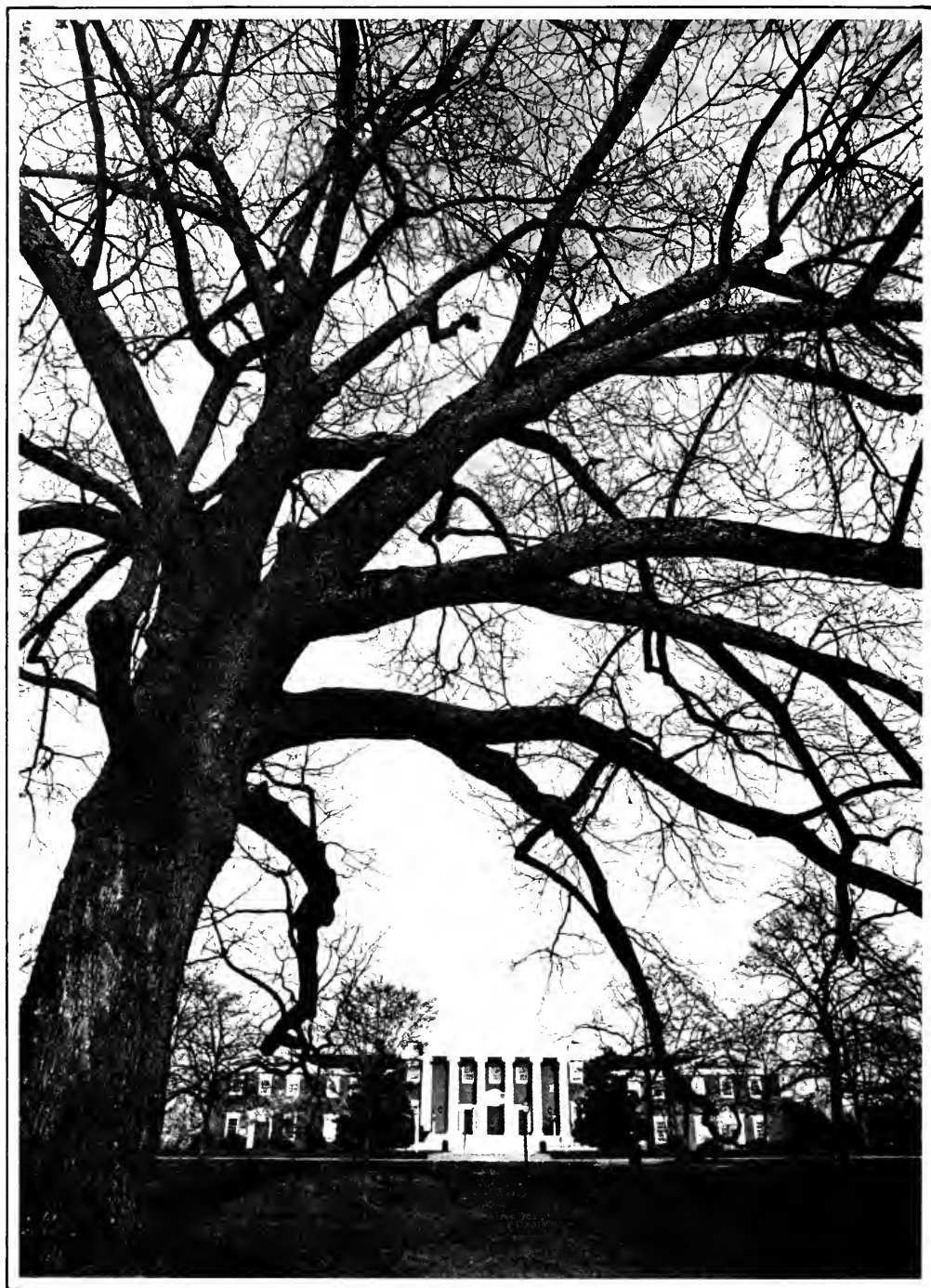
# Contents

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## Catalog 1982-1984

I	Guilford College: An Overview .....	1
II	Academic Programs .....	12
III	Campus Living .....	30
IV	Admissions, Fees, and Student Aid .....	41
V	Continuing Education .....	52
VI	Departmental Programs .....	59
VII	Personnel .....	145
VIII	Appendix .....	156
	Calendar .....	156
	Academic Regulations .....	157

The Guilford College Catalog contains information about the educational climate, the academic programs, and campus life at Guilford College. In addition, it explains the degree requirements and academic regulations, describes the course offerings, and lists the faculty and administrative staff. The College reserves the right to change any provision, offering, fee, or requirement at any time to carry out the objectives and purposes of the College.



# I. Guilford College

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Guilford College is an educational community which strives to further personal growth, intellectually and spiritually, among its students and faculty by sharing fully in a number of rich traditions. Among these are a liberal arts tradition which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; a tradition of career development and community service which provides students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and the Quaker-Christian tradition which places special emphasis on helping individuals to examine and strengthen their values, recognizing that the wise and humane use of knowledge requires commitment to society as well as to self.

The Quaker faith stresses candor, integrity, tolerance, simplicity, and strong concern for social justice and world peace. Growing out of this faith the college emphasizes educational values which are embodied in a strong and lasting tradition of coeducation, a curriculum with intercultural and international dimensions, close personal relationships between students and faculty in the pursuit of knowledge, faculty governance by consensus, and commitment to the value of lifelong growth through education.

While Guilford College expects each student to develop a broad understanding and appreciation of the important elements of our intellectual and social heritage and at the same time to develop a special competence in one chosen discipline, there is ample flexibility in its curriculum to encourage each student to pursue a program of studies characterized by responsible, independent choice particularly suited to personal needs, skills and aspirations. There is full acceptance of those traditional goals and methods which have proven their value in the past; yet

the college also encourages innovation through the use and development of new approaches to teaching and learning. Guilford particularly seeks to explore and to clarify the interdisciplinary nature of all human knowledge and to develop a capacity to reason effectively, to look beneath the surface of issues, and to draw conclusions incisively, critically, and with fairness to other points of view.

The college desires to have a "community of seekers," individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution — a diversity of older and younger, a diversity of race and origin, a diversity of beliefs and of what is valued among individuals. Through experiencing such differences and contending points of view there is hope of freeing ourselves from unconscious bias and of helping one another in the search. In this way each member of the college confronts the important questions of moral responsibility, strives for personal fulfillment, and cultivates respect for all individuals in an environment wherein convictions, purposes, and aspirations, which are deeply felt but difficult to articulate, can be carried forward.

*(Adopted by the Guilford College Board of Trustees  
October 26, 1974.)*

## Quaker Heritage

Guilford College opened its doors in 1837 as New Garden Boarding School, founded by the Religious Society of Friends, known as Quakers. It is the oldest coeducational institution in the South. In 1889 the academic program was greatly expanded, and the school became Guilford College, a small Quaker liberal arts college.

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The purpose of the institution from the beginning was the training of responsible and enlightened leaders, both men and women. Its method was the liberal arts, viewed not as a static body of knowledge but as a stimulus to intellectual and spiritual growth. As the Board of Trustees declared in 1848:

By education we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue.

Quakerism has been traditionally a mode of life rooted in simplicity, regard for the individual, peace, and social concern. It also has been a mode of inquiry, the search for truth by the individual sustained by the whole community of seekers. Today Quakers make up about 8% of Guilford's student body and approximately 20% of the faculty and administrative staff. Guilford College does not attempt to indoctrinate in Quakerism, but the Friends' tradition continues to enrich the college's atmosphere of free inquiry.

Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility. It requires equally an atmosphere of academic and personal concern, a commitment to human values and human beings. It is in the combination of these academic and personal qualities that Guilford's uniqueness lies.

Through the years Guilford has remained true to the vision of its founders. It has not, however, been a static institution. It has continually sought new methods of challenging students, bringing them into contact with ideas and experiences that matter, and helping them eventually to arrive at their fullest potential, both as individuals and as members of society.

## The College Setting

The 300-acre campus of Guilford College is located on the western edge of Greensboro, North Carolina, in the Piedmont section of the state, midway between the seacoast and the Great Smoky Mountains, both readily accessible for weekend outings. The handsome college buildings, shaded by fine old trees, are constructed of Carolina brick, the architecture showing the Georgian Colonial influence in balance of design and in contrast of white columns and red brick. Boxwood and magnolias, dogwood and holly, oaks and pines add to the beauty of the surroundings. There is a small lake in the valley beyond the new and strikingly contemporary Physical Education Center.

Historically the Guilford College neighborhood has a number of interesting associations. The first settlers, Quakers from Pennsylvania, came into "this majestic wilderness" about 1748 and named the place New Garden. Their monthly meeting was established in 1754. John Woolman's Journal includes a letter which he wrote to these "first Planters of Truth in the Province." In the graveyard behind New Garden Friends Meeting, granite stones mark the graves of soldiers killed in the Battle of Guilford Courthouse, one of the last important engagements of the Revolutionary War. The battleground, now a national park, is four miles northeast of the campus.

Across Friendly Avenue from the college is the Quaker Village Mall. Banks, medical offices, restaurants, and a variety of shops are located in the community.

Across from one side of the campus are New Garden Friends Meeting, the North Carolina Yearly Meeting Offices, and Friends Homes, a retirement community, which provides some internship and employment opportunities for students. These Friends also serve as a

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highly skilled source of volunteer assistance in certain areas of the college. On another side is the New Garden Friends School, an upper and lower school, making a multi-generational community and providing other internship and research opportunities.

Greensboro itself, a bustling, prosperous, rapidly expanding city of approximately 180,000, offers various cultural, entertainment, service, and religious opportunities. It is the home of two other colleges besides Guilford - Bennett and Greensboro - which combine with Guilford in a consortium through which cross registration is easily accomplished. There are also two branches of the state university - North Carolina Agricultural and Technical University and the University of North Carolina at Greensboro. Lectures, concerts, symposia, and films offered by these institutions are often available to Guilford students. The Eastern Music Festival, held during July and August on the Guilford campus, offers exceptional

opportunities to summer students to listen to good music. Restaurants, offering a variety of cuisine, may be found in various parts of the city.

The climate is mild and generally pleasant, and it is possible to engage in outdoor sports during every month of the year. In the winter there is a great deal of sunshine; although there may be some snowfall, extremely cold weather is rare and spring comes early, with flowering trees and shrubs from February through June.

Guilford College is easily accessible from the Greensboro/High Point/Winston-Salem Regional Airport, three miles west, and Interstate 40, two miles south.

## The Student Body

Of the approximately 1,600 students attending Guilford College, about 1,100 are enrolled through the Residential Campus, with the remaining 500 enrolled



through the Center for Continuing Education. About 53% of the student body is male; the remaining 47% is female.

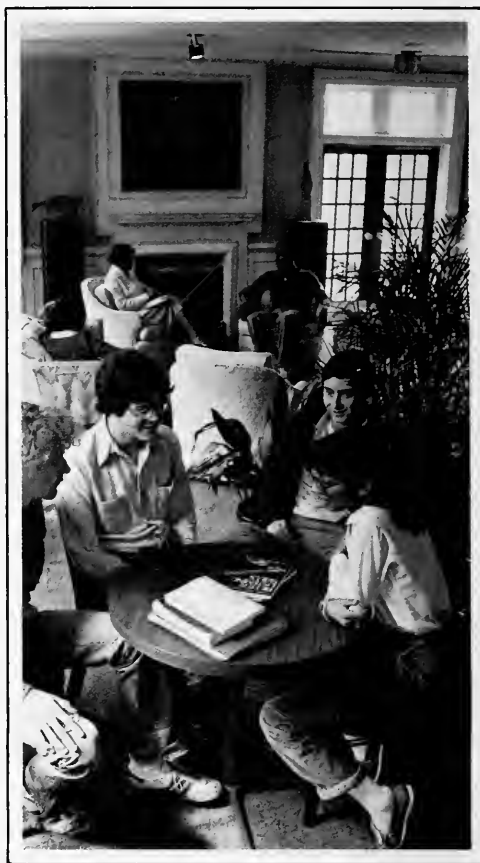
In general, residential students are in the 18 to 22 year age group; they attend college full time, and almost all live in college dormitories. Continuing education students are usually older; many carry full-time employment responsibilities; some have been out of school for several years. About half of the continuing education students study part-time to complete their degrees or to increase their professional competence. A few already have a bachelor's degree and are either acquiring a second degree or working in an area of special interest. Almost all continuing education students commute to campus. Very frequently they find it convenient to attend classes during evening hours. See Chapter V.

About 40% of the students are from North Carolina; the rest represent a wide spectrum of states and 31 foreign countries. Many religious denominations are represented.

## The Faculty

Guilford College has a faculty of 83 full-time members, supplemented by a number of specially qualified lecturers and part-time instructors. A low student-faculty ratio offers students exceptional access to faculty for guidance in their studies, academic counseling, and enriching personal association.

The Guilford faculty, which is about 30% female, is highly competent professionally. Approximately 85% have received doctoral or equivalent terminal degrees from leading universities in diverse parts of the United States and some foreign countries. All have advanced training in their fields of specialization. Faculty members share professional and avocational interests with students both inside and outside the classroom and



participate with them in campus and community organizations and activities. Perhaps most important for the student, the faculty is sincerely committed to undergraduate teaching and sees learning as a common venture with students into the vital questions of human life.

## Learning Resources

Although libraries and laboratories, classrooms and computers alone cannot produce educated men and women, they are necessary ingredients in the educational process. Guilford students are urged to make full use of the abundant learning resources which the college provides.





## The Library

The Guilford College Library maintains one of the best collections of any private senior liberal arts institution in North Carolina. Its collections support all areas of the curriculum with approximately 194,000 books, periodicals, and a variety of non-print media.

Guilford regards the undergraduate library as an active, integral part of the academic program. Consonant with this, the Library provides numerous services which reinforce and extend the instructional process. Among these are individual and group instruction in library research methods and paper writing, a current awareness service for faculty and students, and a multi-media program which makes available a wide array of learning devices such as video recorders, films, microfilms, phonodiscs, tapes,

models, games.

The Library also maintains numerous research and study areas with a seating capacity in excess of 250. Additionally it makes available seminar and typing rooms, small study rooms, individual study carrels, and two lounges for refreshment and review of newly cataloged additions to the collections.

Because of its historical, genealogical, and institutional significance, the Friends Historical Collection of the Library holds a unique place among special collections of the Southeast. This library within the Library contains rooms for research, historical artifacts, and a fire-resistant vault in which the North Carolina Yearly Meeting of Friends has deposited over 600 manuscript books containing North Carolina records of the Religious Society of Friends dating from 1680.

## Classroom Buildings and Laboratories

The two main classroom buildings are Duke Memorial Hall and King Hall. In addition to classrooms and offices, King Hall also houses science laboratories. The foreign languages laboratory, a mathematics laboratory, the Computer Center, and an audio-visual center are located in Duke Memorial Hall. Duke Memorial Hall was built in 1897 by James B. and Benjamin N. Duke in memory of their sister, Mary Elizabeth Duke Lyon. King Hall, originally built in 1883, was named for Francis T. King, of Baltimore, Maryland, a Quaker friend to the college for three decades.

The biology department has five well-equipped laboratories, a greenhouse, and an animal and culture room. There are additional areas where students may carry on individual research. The Edgar V. Benbow Microbiology Laboratory is

completely furnished with modern microbiological equipment. The Bailes Greenhouse, gift of E.C. Bailes in memory of Kathleen D. Bailes, provides opportunities for student and faculty research and also serves as a depository of typical vascular plants for observation and study. An herbarium is also available for plant study. The physiology laboratory provides equipment for studies of animal and human functions. Individual and research microscopes, photographic equipment, and field equipment provide useful tools for students in all courses. The department maintains a collection of specimens of bird species of North Carolina. The college woods and lake provide further "outdoor laboratories" for research and study.

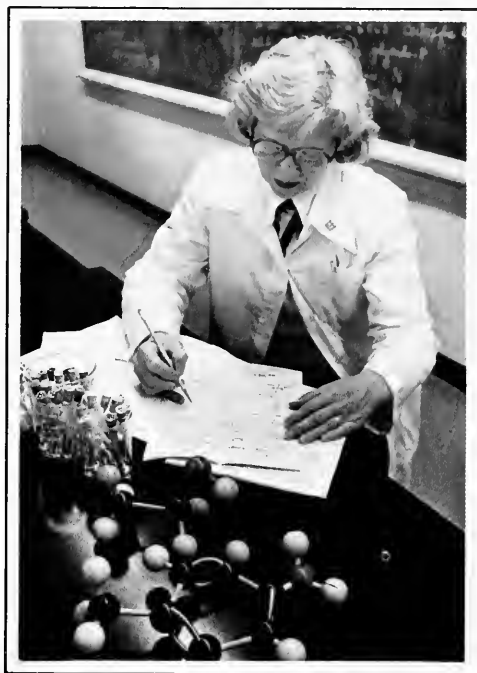
The five laboratories of the chemistry department are well equipped for experimental work at all levels. A



radioisotope laboratory has been funded through a grant from the Atomic Energy Commission. Through grants and gifts from industry, the Harvey A. Ljung Instrumentation Laboratory is being continually updated and extended, the most recent gifts being Perkin-Elmer grating-infrared and atomic absorption spectrophotometers.

The physics department laboratories house an atomic absorption spectrophotometer, a precision high field magnet, lasers, a research-grade nuclear magnetic resonance spectrometer, a multi-channel analyzer, a Mössbauer spectrometer, modern nuclear counting gear, a holographic system, and an electronic laboratory designed for the use of integrated circuits for the construction of electronic devices. The E. Garness Purdom Physics Laboratory serves freshman physics students. Equipment for observational astronomy includes seven small telescopes of six-inch or greater aperture. One of these is an eight-inch Celestron equipped for visual spectroscopy and astro-photography. The college also shares the Tri-College Observatory, which includes a research-grade 32-inch telescope. This observatory, completed in 1981, includes a microprocessor for counter-rotational movement, and TV as well as photo recording equipment. A significant part of the learning experience in the physics department takes place in the laboratory.

Geology laboratories provide space for a complete geology program. They are equipped with rock saws and lapidary wheels for the preparation of specimens, polarizing microscopes, photomicrographic facilities, atomic absorption flame spectrophotometer, stream tables, portable magnetometer, and various field study devices, both chemical and physical. Additional equipment, facilities, and library collections are available through cooperative programs with the University



of North Carolina at Chapel Hill. The college owns an extensive rock, mineral, and fossil collection to which additions are made through purchase and field trips. The Frank L. and Ethel Watkins Crutchfield rock collection, focused on fluorescent minerals, was a 1978 gift to the laboratory.

The psychology laboratory provides for study and research in both human and animal behavior. Skinner boxes for animal studies; apparatus for studying human sensory abilities, including depth perception, auditory acuity, visual discrimination and illusions; EEG, muscle, and skin temperature biofeedback equipment; tests for individual and group assessment; and mazes and mirror-drawing are utilized by students and faculty in the main laboratory or in individual research rooms, including a soundproof room, an

electrically shielded room, and one-way vision observation rooms.

Much material and equipment are shared by all departments. An example is the equipment used to study water quality, which has been used by the biology, chemistry, and geology departments in studying local watersheds. Laboratories are open for evening as well as daytime use.

The Price Language Laboratory, a gift of members of the Price family, contains 30 fully-transistorized booths in which students may receive lessons from master tapes or work independently with tapes of their own. The dual console provides eight separate lesson sources. The laboratory is open each day as well as on certain nights for regularly scheduled groups and students who wish to work independently. Students also may have language programs duplicated on cassettes through the Media Center in the basement of the Library.

Film viewing and demonstration lectures for groups up to 100 can be accommodated in the C. Elmer Leak Audio-Visual Center.

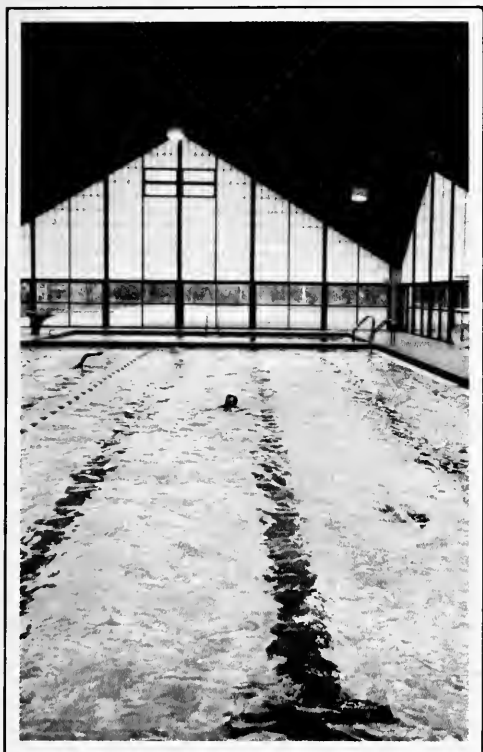
### **The Academic Skills Center**

The Academic Skills Center offers all Guilford students an opportunity to improve the tools of learning. A professional staff helps students develop reading and writing skills and counsels them in time management and general study skills. Also available through the Academic Skills Center is the Student Tutoring Service, which offers without charge a limited amount of tutoring for specific classes or subjects. The services of the center are available during some evening hours as well as during the daytime. The center is located in the basement of the Library.

### **The Computer Center**

The college's DEC PDP-11/40 and 11/44 computers, with terminals in various campus buildings, provide students and faculty with a powerful tool for research, statistical and mathematical analysis, simulation models, data processing, and management training. Introductory courses are offered in management of information systems and numerical





analysis. The Computer Center is located in Duke Memorial Hall.

### **Studios and Galleries**

Studios for pottery, weaving, painting, and printmaking may be found in Hege-Cox Hall, which also has gallery space for exhibits by staff and students, the art department offices, and an outdoor kiln for firing pottery. Cox Hall was transformed into an arts and crafts center in 1977 through a gift from Curt Hege and his wife, Pat Shields Hege. Its original namesakes in 1912 were Jeremiah and Margaret Cox, superintendent and matron of New Garden Boarding School.

A gallery on the second floor of Founders Hall is also available for exhibits by students, faculty, and visiting artists. This building, dating from 1836, was

reconstructed in 1975 on the site of the first building of New Garden Boarding School.

### **Practicing and Performing Space**

The south wing of the Charles A. Dana Auditorium houses practice rooms for music majors and a large choir room for rehearsals and musicals. The auditorium itself, completed in 1961, seats about 1,000 people and is used for major musical and dramatic events as well as for lectures, conferences, and commencement exercises. The building also contains the Mary Pemberton Moon Room, suitable in size and arrangement for unprogrammed Quaker worship, informal lectures, and monthly faculty meetings.

Sternberger Auditorium, adjacent to Founders Hall, seats approximately 400 and is equipped for stage productions, concerts, lectures, films, and dances. This building, built in 1975 through the generosity of the Sigmund Sternberger Foundation, also houses the drama department.

### **The Physical Education Center**

Expanded opportunities for physical development, recreation, and athletic competition are provided in Guilford College's newest facility, the \$2.5 million Physical Education Center, dedicated in 1980. The Center consists of the new Ragan-Brown Field House and the renovated Alumni Gymnasium. The field house, named in honor of Herbert T. and Elizabeth H. Ragan and Edwin P. and Dorothy H. Brown, has three basketball courts, soaring hyperbolic paraboloid ceilings, seating for up to 2,500 spectators, a swimming pool and separate diving tank, a one-twelfth mile track, and convertible courts for tennis, badminton, and volleyball. The gymnasium, built in 1940, contains physical education classrooms and offices for coaches and some faculty members. Near the Physical



Education Center are eight tennis courts. Participation in intercollegiate and intramural sports is encouraged among all students.

The Guilford College Ragan-Brown Field House is a facility shared by the college and the Guilford College Community Y.M.C.A. It is used approximately 60% of the time by the college.

## The Consortium

In order to expand the number and variety of educational opportunities for students, Guilford College in 1968 joined Bennett College and Greensboro College to form the Greensboro Regional Consortium, Inc. Students registered in any of the three colleges may, with the academic dean's approval, take courses at the other consortium colleges for full credit and without additional registration. A free shuttle bus transports students

between the three campuses in Greensboro.

The three colleges operate on a common calendar. They share majors in art, chemistry, drama and speech, French, geology and earth science, music, political science, Spanish, and special education for teacher training in the areas of learning disabilities, the mentally handicapped, and the emotionally handicapped. Library resources also are shared.

Guilford also participates in the Greater Greensboro Consortium, through which students registered at Guilford may enroll in courses during the fall or spring semester at High Point College, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. No additional charges beyond the payment of Guilford tuition are made unless the courses carry special fees.

## The Summer Session

A joint summer session is administered by

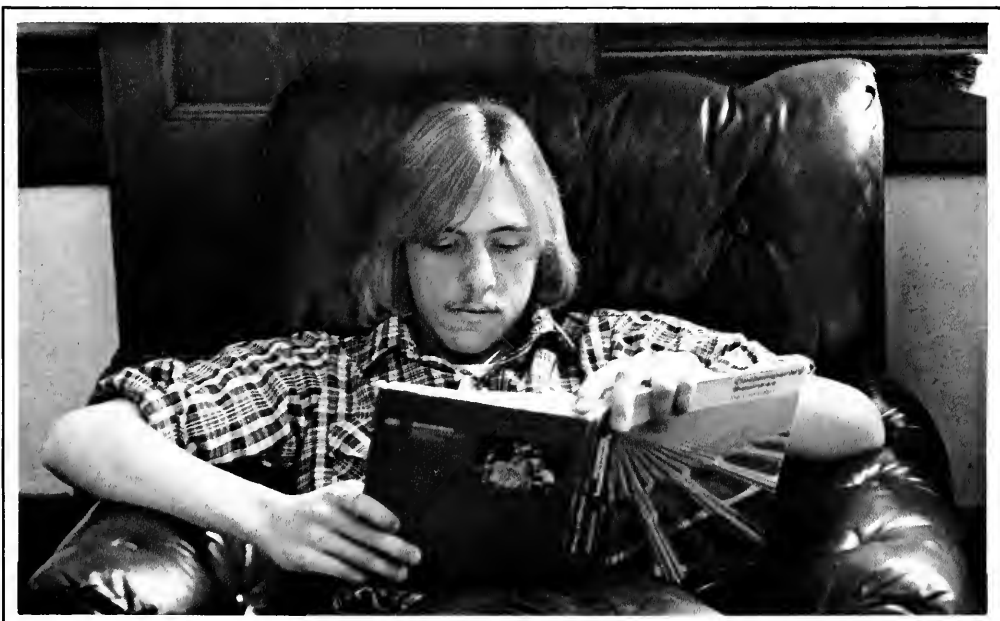
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the Greensboro Regional Consortium, with two five-week day sessions and a 10-week evening session offered on the Guilford College campus. Courses are taught by faculty members from all the institutions. Through summer study, students may accelerate their programs, graduating earlier, or compensate for previous academic deficiencies. Continuing education students may utilize the 10-week evening session to make more rapid progress toward a degree. A special Summer Scholars Program allows rising high school seniors with high academic potential to enroll for college-level courses designed to provide a challenging and enriching experience. Should the student decide to attend Guilford College, these courses count toward graduation. Information about summer programs is contained in a summer school catalog printed early in the spring. Requests should be addressed to the Admissions Office of the Center for Continuing Education, Guilford College.

## Accreditation and Affiliation

Guilford College is accredited by the Southern Association of Colleges and Schools and by the National Commission of Accrediting and is on the list of colleges and universities approved by the American Medical Association and the North Carolina State Department of Public Instruction. Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teaching.

Guilford College holds membership in a number of organizations formed by colleges and universities: the Association of American Colleges, the American Council on Education, the American Association of Higher Education, the North Carolina Association of Independent Colleges and Universities, and the Friends Association for Higher Education.



## II. Academic Programs

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As a liberal arts institution, Guilford College stresses broad academic excellence, personal growth, and responsible choice. As a Quaker college, Guilford offers an educational experience which emphasizes the study of human values and the interrelatedness of the world. The curriculum prescribes for all students a basic framework of general courses designed to acquaint them with the best in the diverse cultural traditions of the world, to open to them the broad range of ideas and modes of experience represented in various disciplines, to equip them to think cogently, critically, and creatively. Within this framework, students pursue in-depth studies in a specialized major. Guilford also encourages students to create individual programs, selecting studies which will best contribute to their own development and their own interests. Faculty advisers are readily accessible to assist students in exploring their interests and abilities and in relating their courses of study to future plans.

Students with varied talents and aims may profit from different methods of instruction. Guilford deliberately offers a selection of educational experiences. Most courses combine lectures with discussion or laboratory and require papers and examinations. Seminars, demanding more direct participation by the student, also are common; and opportunities for independent study are provided by most departments. Off-campus learning experiences and foreign study are encouraged. To relate work experiences to formal studies, students are assisted in designing internships in the community.

### General Courses Required for Graduation

The emphasis in the Guilford College curriculum is on flexibility and free choice,

with a limited number of courses required of all students seeking the bachelor's degree: Interdisciplinary Studies 101 and 401 and English 150 and 151. Candidates for the two-year Associate of Arts degree, offered in accounting, administration of justice, and management, complete Interdisciplinary Studies 101 and English 150 and 151, but are not required to take Interdisciplinary Studies 401.

### Interdisciplinary Studies

Interdisciplinary Studies 101 and 401 are designed to demonstrate the interrelatedness of all knowledge. Except in unusual circumstances, students enroll in the first course in Interdisciplinary Studies (IDS 101) during the first semester of the freshman year, and in the second course (IDS 401) during the senior year. Transfer students above the freshman level are excused from the 101 course but not from the 401 course.

The Interdisciplinary Studies 101 course is taught in small discussion groups by a team of professors from various departments. The course explores a single major theme. Autobiographical and literary emphases are included, along with class discussion, off-campus visits, presentations by speakers and craftsmen from the community, and group projects. Personal response to course material is required in several forms, including journal writing, artistic involvement, classroom presentations, and analytical paper writing.

Interdisciplinary Studies 401 is a series of interdisciplinary courses designed to provide a capstone experience during which students, drawing upon the experience gained from previous college work, explore issues which cross traditional disciplinary lines. Courses vary from semester to semester and frequently involve team teaching by professors from the disciplines involved. Typical courses



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include The Psychology of Sports, Politics and Social Change, The History and Philosophy of Oriental Science, The Problem of Knowledge and Uncertainty, and Concepts of Time.

## **English**

Freshmen take as their requirement in English two courses conceived as an organic unity, English 150-151 (Composition and Literature I-II), unless their performance on the English Placement Essay and Usage Examination administered at registration demonstrates their need for a more basic course addressing grammar, punctuation, sentence and paragraph structure, and the fundamentals of rhetoric. For these students, the English requirement is three rather than two courses; they enroll in English 110 (Basic Composition) first semester, English 150 second semester, and English 151 the first semester of the sophomore year. Students who do exceptionally well in English 150 enroll in an Honors Section of English 151; if schedule conflicts make this impossible, they may be permitted by the department to substitute a specific literature course involving substantial writing.

The aim of the required composition and literature courses is to nurture the faculties of mind central to one's growth and continuing development in the liberal arts. The department's shared goals require that the student become capable of presenting an argument which defends a clear thesis of his/her own devising. This involves the use of appropriate evidence displayed in a logical structure of clearly connected paragraphs. In addition, the student should be able to read and interpret major works of literature with a deepening awareness of human questions and moral issues and with increasing sensitivity to the way language functions in non-literal ways to create meaning. The

fundamentals of usage which are taught in detail in English 110 are reviewed, when necessary, in English 150-151.

All students whose native language is not English take the English Placement Essay and Usage Examination and the Reading Test. If their scores indicate they will have difficulty in college reading and/or writing, they are required to take English 011 (English as a Second Language) in addition to English 110 (Basic Composition) and English 106 (Developmental Reading). These may be taken simultaneously or sequentially, depending on individual needs. English 011, although bearing no college credit, is, for purposes of international student visa requirements, considered equivalent to a full credit course.

## **Area Requirements**

In order to enrich the student's educational experiences and expand them beyond the limits of a specialized major, Guilford College requires one course in intercultural studies, and foreign language study ordinarily through the 102 or 110 level. Students may choose the intercultural studies course best suited to individual interests and needs from the group of approved classes. Study in a broad range of foreign languages is possible.

### **Intercultural Studies**

One course in Intercultural Studies is required for every student. The purpose of this requirement is to encourage students to expand their horizons beyond the American-European tradition to the cultures of Asia, Africa, Latin America, or certain designated primitive areas. Intercultural courses examine the patterns of thought, religious and philosophical traditions, modes of artistic expression,

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political and social structures, economic systems, and ways of life found in cultures other than our own. The Quaker heritage of a global perspective is supportive of such intercultural studies. Normally, intercultural courses are open only to upperclassmen, although freshmen may enroll with the consent of the instructor. Seniors are advised to take upper division (300-400 level) courses. Courses in Intercultural Studies may be taken in the student's major field but may not count for both the major and the intercultural requirement.

### Foreign Languages

The focus of the language program is on language as a key to international and intercultural understanding. Language study is available on the Guilford College campus in French, German, Spanish, Japanese, Greek, and Latin. Italian is available through the consortium colleges. The foreign language requirement may be fulfilled by completing either a 102 or 110 course. A foreign language proficiency test is available for freshmen upon registration. Scores on this test indicate placement in either 101 or 110 (102 for Latin or Greek), or exemption from further language study. Students placing into 101 must take both 101 and 102. The foreign language requirement also may be satisfied by completing a foreign language course in a program of overseas study. Candidates for the Bachelor of Administrative Science in accounting, administration of justice, or management are not required to take a foreign language.

## Distribution Requirements

Guilford College requires of its graduates an acquaintance with the broad divisions of knowledge recognized as integral to the liberal arts: one course each in history

and the creative arts and two courses in the humanities, science/mathematics, and the social sciences, respectively. Candidates for the Associate of Arts degree select one course in history; one course in literature, philosophy, or religious studies; and one course in science or mathematics. A wide selection of courses is available. Not every course listed in departmental offerings, however, satisfies the distribution requirements. To be acceptable, courses must be approved by the faculty Curriculum Committee.

All students take one course in history. The purpose of this requirement is to provide through that course a broad cultural, political, social, and religious context of other studies.

The creative arts requirement is one course in art, comparative arts, creative writing, music, or drama.

In the humanities, two courses are to be selected from two of three areas: philosophy, religious studies, and literature (English literature, literature in a foreign language, or literature in translation, including the classics).

The requirement in the sciences is one science course with a laboratory and either a second science course, with or without a laboratory, or a designated mathematics course. Bachelor of Administrative Science degree candidates may satisfy this requirement with any two science or mathematics courses.

In the social sciences of economics, political science, psychology and sociology, two courses in two different departments are required. Administration of Justice 101 also is recognized as counting toward the social science requirement.

## The Major

### Departmental Majors

In addition to completing the general,

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area, and distribution courses required by the college, each student selects a major field of specialization and usually completes eight courses (32 credits) in that field. Majors in some specialized fields (such as art, music, and elementary or special education) normally complete more than the minimum eight courses. Candidates for the Bachelor of Administrative Science degree in management complete 10 courses. Candidates for the Associate of Arts degree in management complete five courses in the major.

Guilford College offers majors in 27 academic disciplines. Course work in most of the major fields offered may be completed on the Guilford College campus. Special education and music majors work in conjunction with Greensboro College through the consortium arrangement. German majors work in cooperation with the University of North Carolina at Greensboro. Most courses in accounting, administration of justice, and management are offered in the evening. Degree programs in chemistry, geology, mathematics, physics, psychology, and sociology may be completed through either daytime or evening classes.

All students must declare a major by the end of the fourth semester at Guilford.

### **The Interdepartmental Major**

Guilford College offers an interdisciplinary major in Humanistic Studies. Intended for mature students whose interests extend outside traditional departmental lines, the Humanistic Studies major allows students to define their own fields of concentration and to build coherent programs suited to their personal need and career plans. The program may draw upon the total resources of the college, including departmental offerings, independent study, and off-campus experiences. The student is responsible for developing an integrated

concentration which culminates in a substantial project during the final years.

Students interested in such a major are encouraged to talk with the chairperson of the Humanistic Studies Council. The council, consisting of three faculty members and the Academic Dean, admits students to the major, advises them, and approves individual programs.

Although students may declare themselves Humanistic Studies majors as early as their freshman year, they make the formal application for admission to the program in the fall of their junior year. The written application must present a rationale for the proposed Humanistic Studies major; a coherent program of study made up of 12 courses and/or independent studies taken or proposed, including at least four courses on the junior or senior level; a tentative plan of the project culminating the program; and the name of the faculty member willing to sponsor the latter. If a student does not fulfill the terms of the approved proposal, program of study, or plan for the culminating project, that student's eligibility to graduate as a Humanistic Studies major may be revoked by action of the Humanistic Studies Council. Some recent projects include Humanistic Psychology and the Scientific Revolution, Women as Artists in the Nineteenth Century, and the Ethical Consideration of the Use of Power.

### **The Related Field**

In addition to the eight courses for a major, four courses are required in a related field for those seeking a Bachelor of Arts or a Bachelor of Science degree. Related field courses may be chosen from other major fields or from a number of special concentrations designed to enrich the student's educational program or to widen employment opportunities. Some

departments specify related field courses. In other departments, students plan a related field at the same time the major itself is planned with an adviser, to insure coherence between major courses, the related field, and post-college plans. Such planning should normally occur no later than the fourth semester of college study or, for part-time or continuing education students, before completion of 32 credits. Junior transfers should do this planning on or shortly after entering Guilford. The Bachelor of Administrative Science degree requires six courses in the related subject field. The Associate of Arts degree requires three courses.

## Concentrations

Guilford College offers interdisciplinary concentrations in Classics, Environmental Studies, the History and Philosophy of Science, Intercultural Studies, Medieval Studies, Peace and Justice, and Social Services. These may serve as related fields, enhance opportunities for employment, and provide coherence to the fulfilling of distribution requirements. New concentrations are being discussed currently in the areas of communications and the management of non-profit and cooperative organizations.

### Classics

In order to acquaint students with their historical and humanistic heritage, the classics department offers a wide array of courses in the classics and the classical languages, providing a suitable related field for several major disciplines. A concentration in Classics consists of any four courses in classics or classical languages and may include courses from other departments which focus on the classical world. See Chapter VI for a

detailed listing of courses.

### Environmental Studies

The Environmental Studies concentration gives students majoring in the social or physical sciences or in management the opportunity to relate their major fields to environmental problems facing the world today and in the future. The program consists of four courses: Ecosystems (Biology 212), Environmental Geology (Geology 131), Environmental and Resource Economics (Economics 344) and Demography (Sociology 318). A one-hour course on environmental impact analysis also is offered. During their senior year students take Environmental Systems Planning, a one-semester seminar/independent study course combining classroom work on actual control systems with practical experience in the field, culminating in a thesis-type project.

The faculty for the Environmental Studies program is involved in a broad variety of public issues, ranging from arguments on utility rates before the North Carolina Utilities Commission to presentations on the use of off-road vehicles with the National Forest Service, from work on population dynamics and demography in Guilford County to studies of the long-term availability of water for the Piedmont area. There is constant opportunity for student participation in these activities.

### The History and Philosophy of Science

Science and technology have been among the primary shapers of human life from before the dawn of recorded history and are perhaps the primary determinants of change in modern civilization. They are recognized increasingly as legitimate fields of investigation by the historian and scientist as well as by those interested in government, industry, and the health

professions.

A concentration in the History and Philosophy of Science consists of four courses. Each course is interdisciplinary in method and often team-taught by faculty from at least two departments. Usually the student begins the program with the course History of Science (Chemistry 335) and completes it by choosing at least three additional courses from the program offerings. These courses include Philosophy of Science (Philosophy 391), History and Philosophy of Oriental Science (Philosophy/Chemistry 450), History of Medicine in America (Biology 204), and certain departmental 450 and IDS 401 courses. Additional choices are available through coordination with a parallel program at the University of North Carolina at Greensboro.

For general background, the student in this concentration is expected to take one European and one American history course, two introductory laboratory science courses from one discipline, and a third course from any other scientific discipline or mathematics. Each student designs an individual concentration in consultation with a program adviser and upon graduation receives a letter from the program faculty describing his/her participation. This may be used to supplement the college transcript in seeking employment or graduate education.

### **Intercultural Studies**

Guilford's Intercultural Studies concentration is based upon the premise that an acquaintance with diverse cultural



traditions will broaden the student's perspectives and so contribute to personal development. The primary aim of the intercultural curriculum is to break the constrictions of the Western mold by exposing the student to radically different cultural values and behavioral patterns. In so doing, the program fosters a critical understanding of the interdependence of geographic areas in the 20th century.

The Intercultural Studies concentration is an interdisciplinary program focusing upon (1) political, social, intellectual, and aesthetic values which lie outside the mainstream of the Western experience and (2) the process of institutional and cultural change in the developing nations. A concentration consists of four courses in one of the geographic areas — Asia, Africa, or Latin America. The Intercultural Studies Concentration should be planned by the student, the academic adviser, and the Director of Intercultural Studies.

It also is possible to major in Intercultural Studies by pursuing either the Humanistic Studies program or Curriculum II. Courses from the Greensboro Consortium schools should be considered when defining these majors with faculty advisers.

### Medieval Studies

The medieval world has been profoundly formative of our modern world but also provides an illuminating contrast that may help us live in and understand our present. Medieval Studies is inherently interdisciplinary, exploring such matters as: the search for meaning in life; the encounter with diverse cultures; the groping for truth through reason, faith, and experience; the confrontation of three great world religions (Christianity, Judaism, Islam); the blending of religion, the arts, and science; the origins of romantic love and modern individualism; the beginnings of bourgeois society out of

feudalism; the start of the great national literatures of Europe; and the shaping of the mythological foundations of the modern West. Beyond exploring such richness, Medieval Studies can be a means towards a broader and deeper understanding of what it is to be human, and



towards enhancing one's own growth towards intellectual and spiritual maturity.

The concentration consists of six courses. The introduction to the concentration is Medieval People (IDS 225, 226). This is followed by four departmental courses, such as: Chaucer and His Age (English 370), Medieval and Renaissance Romance (English 450), British Literature (English 233), History of Christianity (Religion 337), Christian Imagination (Religion 102), Ancient and Medieval Philosophy (Philosophy 301), History of Science (Chemistry 335), Introduction to the Classics of Political Thought (Political Science 203), Art History Survey I (Art 270), Medieval Civilization (History 306), Latin (Latin 101 and 102), Medieval Islam (Religion 450), Medieval and Renaissance Spanish Literature (Spanish 311). The concentration is culminated by one IDS

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401 course, such as: Arthurian Myth; Realization of the Self through Love; Medieval Masterworks: Religion, Literature, and the Visual Arts; Creation. If chosen carefully, these courses can fulfill most of the distribution requirements, welding them into a coherent whole.

### **Peace and Justice**

The concentration in Peace and Justice aims to encourage students and faculty to emphasize the complex interdependence of human life and its connections with a fragile habitat, both natural and sociopolitical. This intent is based on two concerns: (1) to develop a world that will permit fulfillment of the best human potential and (2) to improve peace and justice as a means to that end, for even the minimal level of peace and justice necessary to ensure survival now seems threatened.

The concentration will include a requirement of two specific courses, along with four others to be chosen from among more numerous options in several disciplines. The total concentration of six courses may accompany any major, and while it may not substitute for the major in a student's conventional program, it could do so under Curriculum II.

### **Social Services**

The concentration in Social Services is an interdisciplinary program offered cooperatively by the departments of psychology and sociology. Serving as a related field for psychology and sociology majors, it requires four courses, including Introduction to Personality, Introduction to Social Services, and Field Work. The fourth course and other courses to enhance the possibility for a career in agency administration, research, case work, and community organization may be worked out with one's adviser.

## **Electives**

The number of electives available to students depends upon advanced placement in foreign languages and ability to "test out" of other required courses. Ordinarily six or seven elective courses are possible. These may be taken in any department or field. Three elective courses are available to most candidates for the Associate of Arts Degree.

## **Graduation Requirements**

For the baccalaureate degree, the student normally is required to complete 32 courses (128 credits, equal to 128 semester hours) of academic work with at least a C (2.00) average. Students taking academic courses on a pass/fail basis will qualify for graduation if they maintain a C average in their regularly graded courses.

An alternate route to the four-year degree is the completion of 128 credits with grades of C or better, with at least 64 credits being earned at Guilford. In this case a specific grade point average is not required. While this route to graduation is more lengthy, it does enable a consistent C student to overcome one semester of poor work. Students who choose this route to graduation will have all grades recorded on their transcript, but only grades of C or better will count toward graduation.

A minimum of two semesters of full-time study at Guilford College is a prerequisite for graduation. Degree candidates are expected to be enrolled at the college during their last semester of study, and to complete at least half their major courses at Guilford or one of the other consortium institutions.

Students anticipating graduation must file their applications for degree candidacy in the Registrar's Office at least one semester before the anticipated date of graduation.

The two-year Associate of Arts degree, available in accounting, administration of justice, and management, requires the completion, with at least a C average, of 16 courses (64 credits), a minimum of eight courses to be taken at Guilford College.

## Synopsis of Usual Requirements for Graduation

	Credits	
	A.A. Degree	Bachelor's Degree
Interdisciplinary Studies 101	4	4
Interdisciplinary Studies 401		4
English 150, 151	8	8
Intercultural Studies		4
Foreign Language		4
Creative Arts		4
History	4	4
Humanities:		
Literature/Philosophy/Religious Studies (2 disciplines)	4	8
Science/Mathematics	4	
Laboratory Science		4
Laboratory Science/Non-Laboratory Science/Mathematics		4
Social Science (2 disciplines)		8
Major	16	32
Related Field or Concentration	12	16
Electives	<u>12</u>	<u>24</u>
	64	128

## Degrees Offered

Guilford College offers a variety of baccalaureate degrees. The Bachelor of Arts degree may be awarded in any major except accounting, administration of justice, and management.

Graduates with majors in chemistry and mathematics are awarded the Bachelor of Science degree unless a Bachelor of Arts degree is requested. Majors in geology, political science, sociology, and special education may plan programs leading to either degree.

The Associate of Arts and the Bachelor of Administrative Science degrees are offered in accounting, administration of justice, and management *to Continuing Education Center students only*. The Bachelor of Science in these three fields is available to residential campus students or, by special arrangement, to continuing education students.

The art major, offered through the Greensboro Regional Consortium, may lead to either the Bachelor of Arts or the Bachelor of Fine Arts degree. The Bachelor of Music Education degree and the Bachelor of Music degree in applied music, the history and literature of music, or theory and composition are offered through the Consortium, with all courses in the major taken at Greensboro College.



# Majors

- \*\*Accounting
- \*\*Administration of Justice
- \*Art
- \*Art Education
- Biology
- \*\*Chemistry
- Drama and Speech
- Economics
- Elementary Education
- English
- French
- \*\*Geology
- \*German
- History
- Humanistic Studies
- \*\*Management
- \*\*Mathematics
- \*Music
- \*Music Education
- Philosophy
- Physical Education
- \*\*Physics
- Political Science
- \*\*Psychology
- Religious Studies
- \*\*Sociology
- Spanish
- \*Special Education/Emotionally Handicapped
- \*Special Education/Learning Disabilities
- \*Special Education/Mentally Handicapped
- Sport Management
- Sports Medicine

*\*Denotes cooperative consortium program. (Majors offered by consortium colleges in areas other than those in which cooperative programs have been developed are available to Guilford College students only with specific approval of the Guilford College faculty.)*

*\*\*Denotes degree programs which may be completed*

# Degrees

	B.S.		B.A.S.	A.A.
	B.S.		B.A.S.	A.A.
A.B.		B.F.A.		
A.B.				
	B.S.			
A.B.	B.S.			
A.B.				
A.B.				
A.B.				
A.B.	B.S.			
A.B.				
A.B.				
	B.S.		B.A.S.	A.A.
A.B.	B.S.			
A.B.		B.M.		
		B.M.Ed.		
A.B.				
	B.S.			
A.B.	B.S.			
A.B.	B.S.			
A.B.				
A.B.	B.S.			
A.B.	B.S.			
A.B.	B.S.			
	B.S.			
	B.S.			

*entirely through evening classes. Programs in chemistry, geology, mathematics, physics, psychology, and sociology also may be completed entirely through day classes.*

*Note: B.A.S. degrees available to Continuing Education Center students only.*

# Cooperative Programs

Cooperative programs are those in which students take a portion of their undergraduate work (usually three years) at Guilford, completing an additional one

to two years at the cooperating institution. At the end of the specified period of time, the student receives a baccalaureate degree from Guilford College and a more specialized

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professional certificate or degree from the second school.

Guilford College offers the following cooperative programs:

Engineering	Georgia Institute of Technology
Forestry and Environmental Studies	School of Forestry, Duke University
Medical Technology	Bowman Gray School of Medicine, Wake Forest University
Physician's Assistant	Bowman Gray School of Medicine, Wake Forest University

Admission to Guilford does not automatically qualify students for admission to a cooperative program. Students must apply to the school sponsoring the program which interests them, and their admission is the prerogative of that school. Arrangements for new cooperative programs may be made upon approval of the Academic Dean and the faculty.

### **Engineering**

A dual-degree program has been arranged by Guilford College in cooperation with the Engineering College of Georgia Institute of Technology, whereby students in the program complete three academic years at Guilford and two years at Georgia Institute of Technology. After satisfying the academic requirements of the two cooperating institutions, the student receives a baccalaureate degree in physics or chemistry from Guilford and one of the designated bachelor's degrees in engineering from Georgia Institute of Technology. Qualified students may arrange to enter the master's degree program in engineering. Since requirements for this program are very

specific, interested students should consult with the director of the program immediately upon beginning their college careers.

### **Forestry and Environmental Studies**

The college offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The program accepts students after three years of undergraduate study or upon completion of the baccalaureate degree; however, experience indicates that the program is best suited to students who have earned the B.S. or A.B. degrees.

With appropriate guidance, highly qualified students can reach a satisfactory level of preparation for graduate work at the Duke School of Forestry and Environmental Studies in three years of coordinated undergraduate study. The student must fulfill all the general requirements by the end of the junior year at Guilford. At the end of two full-time semesters at Duke, the student will have completed the undergraduate degree requirement and the B.S. or A.B. will be awarded by Guilford College. After four semesters at Duke, in which a minimum of 60 units of credit is earned, the student may receive one of the professional degrees, the Master of Forestry or the Master of Environmental Management, from Duke.

For students who have completed the bachelor's degree, master's degree requirements are the same as for students entering after the junior year, but the 60-unit and total residence requirements may be reduced if the student has completed relevant study of satisfactory quality. All requirement reductions are determined individually and consider both the student's educational background and career objectives. Requests for such reductions are required at the time of admission.



The cooperative program does not guarantee admission to Duke. Students who wish to enter the School of Forestry and Environmental Studies after the junior year should apply for admission early in the first semester of the third year of study. Others should complete applications by February 15 preceding the academic year in which they desire to begin study at Duke. All entering students are required to attend a five-week introductory summer course in natural resource analysis.

The major program emphases at Duke are Natural Resources Science/Ecology; Natural Resources Systems Science; and Natural Resources Economics/Policy. Individual plans of study and research are tailored within these areas of concentration. An undergraduate major in one of the natural or social sciences, engineering, business, natural resources, or environmental science is good preparation for study at Duke, but applicants with other undergraduate concentrations will be considered for admission. All prospective students should have at least

one year each in biology, mathematics, and economics.

### **Medical Technology**

Through an affiliation with the Bowman Gray School of Medicine in Winston-Salem, North Carolina, a student may complete three academic years at Guilford and one calendar year of work in the medical technology program at Bowman Gray to receive a certificate in medical technology from the School of Medicine and a baccalaureate degree from Guilford College. Usually students entering this program major in biology. Since this program is very rigorous, interested students need to plan their courses of study very carefully in consultation with the coordinator of the program.

### **Physician's Assistant**

A cooperative program with Bowman Gray School of Medicine allows a student to complete three academic years at Guilford and then, if accepted, to enroll at Bowman Gray School of Medicine in a 24-month training program in clinical and

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specialty areas. This program normally requires 1,000 hours of clinical experience. Upon successful completion of the program at Bowman Gray, the student receives a baccalaureate degree from Guilford College and a physician's assistant certificate from Bowman Gray School of Medicine.

## **Pre-Professional Options**

### **Pre-Law**

While there is no standard pre-law curriculum, preparation for law school can be made through a variety of academic disciplines. Central to the qualities Guilford attempts to develop are those recommended by the Association of American Law Schools: effective use of languages, insight into human institutions and values, and the ability to think analytically, carefully, and independently. Students planning a pre-law program should include courses in logic and accounting and become competent in at least one area of study. The Law School Admissions Test should be taken not later than the first semester of the senior year.

### **Pre-Dentistry, Pre-Medicine, Pre-Veterinary Medicine**

Most pre-dental, pre-medical, and pre-veterinary medicine students concentrate on courses in the natural sciences, yet they gain the breadth of knowledge inherent in a liberal arts curriculum. Guilford College can provide the undergraduate with a solid background in the prerequisites for professional school admission, including inorganic and organic chemistry, biology, physics, mathematics, and foreign language.

### **Pre-Ministerial**

The Department of Religious Studies

offers preparation for a career in the ministry or religious education. A broad range of courses prepares the student to enter theological school directly upon graduation. These include History of Christianity, Old and New Testament, Contemporary Theology and Religious Problems, Quakerism, Christian Ethics, and Seminars in Historical Studies. Studies in non-Western religions are offered regularly.

## **Post-Professional Program**

### **Anesthesia Nurses**

Guilford College offers an opportunity for students who have completed a program in anesthesia for nurses at a medical center to obtain a Bachelor of Science degree in biology. The cooperative program assists anesthesia specialists in advancing their professional stature with minimum duplication of academic courses and within the framework of a liberal arts education. Upon request, past studies will be evaluated and a degree completion program will be planned for interested applicants.

## **Certified Public Accountant Preparation**

The baccalaureate degree program in accounting is designed to provide a solid foundation for students who plan to enter the professional practice of accounting and secure, through state examination, the status of Certified Public Accountant.

## **Special Study Opportunities**

### **Special Topics Courses**

Under the 450 designation, most departments offer upper level courses

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exploring topics selected according to special interests and capabilities of groups of students and instructors. These courses may take an interdisciplinary approach and may be taught by faculty members from different departments working together as a team. Recent examples include Science and Religion, the Psychology of Politics, Modern Poetry and Religion, and the Sociology of Medicine and Health.

Special Topics courses are not scheduled on a regular basis, but as a student interest warrants or a department desires to make them available. Courses on the same topic are normally not given more than twice. Occasionally special topics courses are offered at the lower 250 level.

### **Women's Studies**

The Women's Studies program at Guilford is an interdepartmental program administered by a director of faculty development. The program includes an interdisciplinary course Images of Women in America. Other courses, frequently under the 450 designation, are taught by members of the political science, English, sociology, classics, or religious studies departments. Topics may include Women in Politics, Women in American Literature, Women in 17th and 18th Century Literature, Myth of the Feminine, and Sex Roles.

### **Curriculum II (Honors)**

Curriculum II is an alternative program of honors study enabling students in their junior and senior years to pursue major and related studies independently, under the general supervision of their major professors. It is open to students who in their first two years at Guilford College have demonstrated superior intellectual ability, imagination, and self-direction, as

well as a high level of academic achievement. The junior year involves directed study and writing of papers in the major and one related field, with oral and written examinations in the major. The senior year continues independent study in the major and a second related field, followed by oral and written examinations in the major. The degree is granted on the strength of the oral and written examinations and the writing of a senior thesis.

Students interested in Curriculum II should apply through their department chairpersons in the second semester of their sophomore year. Nominations from department chairpersons are acted upon by the faculty Curriculum Committee. An evaluation committee composed of the department chairperson and professors from the two related fields is appointed for each student admitted to Curriculum II. Evaluation of all work done under Curriculum II and certification for the degree are the responsibility of the evaluation committee. A student may be removed from Curriculum II on recommendation of the evaluation committee and the faculty Curriculum Committee. Such recommendations must be supported by a written appraisal of the student's work.

### **Independent Study**

The various departments of the college offer independent study opportunities under the 260 and 460 course numbers. The success of such independent work depends in large measure on the student's initiative in shaping the terms of the investigation and reliability in carrying out commitments made. Therefore, a proposal describing the project must be approved by the supervising instructor and the chairperson of the relevant department. This proposal must set forth, briefly but coherently, the subject, scope,

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method, and materials to be used during the project. It also must indicate the evaluation procedures agreed upon by the student and the supervisor.

When both the instructor and the chairperson have indicated their approval by signing the proposal, the student should take two copies of the latter to the Office of the Registrar. One copy will remain on file in that office; the other will be transmitted to the Office of the Academic Dean.

The instructor agreeing to supervise an independent study is expected to be available for consultation while the project continues. In general a student with a grade point average of 2.5 or below should attempt not more than one independent study in a semester. No student may enroll for more than two independent studies or more than 8 credits of such work in a single semester without the written permission of the Academic Dean or the Director of Continuing Education, as appropriate. Independent studies normally carry from 1 to 4 credits.

### **Senior Thesis**

A written senior thesis may be undertaken as a separate project or as the culmination of a program of independent study. The format of the paper is determined by the major department, and the thesis should represent both serious research and independent thought.

### **Departmental Honors Work**

For seniors with a 3.5 average in their major, most departments offer an honors program consisting of extensive reading, independent study, and perhaps a research paper. The study is evaluated in an oral examination conducted by three members of the faculty and a visiting examiner and is open to all persons wishing to attend. Students successfully completing this program are awarded

departmental honors at graduation.

### **Internships**

A variety of internships, designated by the course number 290 in the curriculum and carrying four credits, offer unique learning experiences for students by providing them with part-time involvement in public and private agencies while they are enrolled in regular on-campus classes. The opportunity is open to sophomore, junior, or senior students who have a cumulative average of at least 2.5. Guideline information is available through the Office of the Director of Experiential Learning and Career Development. Applications for an internship must be processed and approved prior to preregistration for the semester in which the internship is to be undertaken. A maximum of twelve credits obtained through internships is applicable to degree requirements.

### **Overseas and Off-Campus Education**

Students may supplement their learning experience at Guilford College through a wide variety of off-campus programs, either in the United States or abroad. In these, the scholarship of the classroom is enriched by experiences in the realities of the world beyond the campus.

There are five major types of off-campus education available to Guilford students and faculty:

1. **Off-Campus Seminars.** One-week Fall and Spring Break programs are planned, under faculty leadership, for locations where learning resources are abundantly available. In New York, art, drama, and urban problems are studied; in Washington, national government; in Florida, marine science; on the coast and in the mountains of North Carolina, ecology and geology; and in the South, black experience and culture. One credit is granted for each seminar. Housing



assistance is provided by the college, and the minimal cost to the student covers meals and travel.

2. Summer Seminars. As this catalog goes to press, preparations are being made to offer a new form of off-campus program designed for three weeks of intensive study, usually in May, for three or four academic credits. Courses tentatively planned are foreign policy for Washington; coastal ecology, the Outer Banks; and urban culture, San Francisco.

3. Summer Schools Abroad. In cooperation with the University of North Carolina at Greensboro and Salem College in Winston-Salem, summer school programs are conducted in such countries as England, France, Germany, Greece, and Spain. They are led by faculty from the three schools and provide eight credits for two courses. Three weeks of individual travel and study follow the six weeks of

formal classes.

4. Semesters Abroad. In the fall, Guilford has two Semester Abroad programs, each offering a maximum of 16 credits. Courses are taught by regular Guilford College faculty and faculty members selected from the country of residence. Each program seeks a balance between formal academic study and the opportunity for extensive contact with life in a different culture. Cost is only slightly higher than the cost for a semester on the Guilford campus; and financial aid, with the exception of college work/study, is available. For the period of 1982-1984, the programs are based in London and Munich.

5. Year in Japan. Beginning in the fall of 1982, there will be a year-long program offered in Japan. Students will be enrolled in International Christian University, Nitaka, Tokyo, where they will live and

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take meals and classes with Japanese students. Full academic credit is available through the wide selection of courses taught in English at the university, though participants will be expected to study Japanese as well. A year of language preparation through the Self-Instructional Language Program at Guilford is encouraged. The Year in Japan is designed to augment Guilford's Intercultural Studies concentration. Basic cost is expected to be the same as a year at Guilford plus airfare.

### **Summer School or Semesters at Other American or European Institutions**

Guilford students with a cumulative C average may attend summer school at other accredited colleges and universities. Only course credit, not grade points, can be transferred back to Guilford; therefore students with academic deficiencies should attend summer school at Guilford College. To attend summer school at other institutions, students must have their courses approved by their advisers and obtain a letter from the Academic Dean certifying their good standing.

Guilford encourages its students to study for a semester or a year at other American institutions or in a European university when such programs are consistent with the student's educational goals and interests. Procedures to be followed are the same as those required for summer school attendance at other institutions.

### **English Language Studies for International Students: Inter-Link**

Inter-Link Language and Training Center, independent of but affiliated with Guilford College, provides an intensive English as a second language program for international students planning to study in an American college or university. The

curriculum focuses on reading, writing, speaking and listening comprehension and study skills; the program in general emphasizes orientation to academic and social life in the U.S.

Admission to this program is open to an adult who has completed secondary school in good standing and is able to meet educational and living expenses. For further information write to Program Director, Inter-Link, Guilford College, Greensboro, NC 27410.

### **Pass/Fail Option**

To encourage students to broaden their course selections after the freshman year, the college offers students the opportunity to elect one course each semester on a pass/fail basis. Students electing pass/fail grading during the first week of the term and subsequently meeting all the normal requirements of the course at the C level or above will be awarded credit for the course with a grade of P. Unsatisfactory progress will be indicated with a mark of \*F. Neither grade will affect the student's grade point average.

To elect pass/fail grading for a regularly graded course, the student must secure the consent of the instructor and file an election card with the Registrar by the end of the semester add period, generally the first week of classes. Students who decide to adopt this option will not be allowed to change their registration. The pass/fail options may not be used in courses required in the student's major field nor in any other required course. Veteran benefits are not available for courses taken on a pass/fail basis.

A few Guilford courses, indicated in the catalog, are exclusively graded pass/fail.



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## The Honor Code

In academic affairs Guilford College operates according to an honor system, symbolized by the honor pledge traditionally inscribed by students at the end of written work submitted for credit; "I have been honest and have observed no dishonesty." It is assumed that all members of the college community will respect the principles of honesty and mutual trust embodied in the honor code. Individual students are responsible for preparing their own written work in every class unless specifically permitted by the instructor to combine efforts on an assigned project. They are expected to understand the meaning of plagiarism and to avoid all suspicion of plagiarism in papers prepared outside of class. Furthermore, students are expected neither to sanction nor tolerate violation of the honor code by others.

Faculty members or students strongly suspecting that a student has not been honest in academic work and having evidence to support this suspicion should refer the case to the Judicial Board for consideration. In all such cases, the rights and reputation of the suspected student must be protected.

## Scholastic Honors

The Dean's List, published at the end of each semester, consists of the names of students who carried at least 8 credits of academic work in the previous semester and earned a 3.50 average.

### College Marshals

At the regular faculty meeting in March, the faculty elects 12 members of the sophomore class to serve as college marshals. All members of the class with a B (3.00) average are eligible. The marshals

serve at commencement and public functions for the following year. The student receiving the highest number of votes is designated chief marshal.

### Dana Scholars

Dana Scholars are selected from the rising sophomore, junior, and senior classes on the basis of character, scholarship, and leadership. The scholarship may be renewed if the student maintains a 3.25 average, continues leadership activities, and is renominated for the scholarship. See page 49 for further information.

### Scholarship Society

The Guilford College Scholarship Society was organized in 1937, the centennial year of the college, for the express purpose of encouraging and recognizing high academic achievement. Students with cumulative grade point averages of 3.50 are eligible for election upon passing 60 credits of academic work at Guilford College. Faculty members belonging to Phi Beta Kappa or Sigma Xi are eligible in their second year at Guilford, and honorary members are elected on the basis of published writings.

### Departmental Honors

Please refer to the preceding section in this chapter, Special Study Opportunities.

### Graduating Honors

Honors are awarded graduating seniors who have attained a quality point average of 3.50. High Honors are awarded seniors who have attained an average of 3.70.

# III. Campus Living

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A college is an intentional community, a gathering of individuals who have chosen a common time and place as the context of their learning experience. In the dormitory as well as in the classroom, in campus clubs as well as in seminars, on the playing field as well as in the laboratory, the Guilford student not only discovers personal identity but creates it through involvement in challenging ideas, activities, and personal relationships.

Student life at Guilford College is influenced by the Quaker origins of the college and by the Quaker view of man and woman in the world. College policies and regulations are designed to create an ordered environment conducive to learning and development, in an atmosphere marked by personal integrity and respect for others. Campus living demands of students a sense of responsibility for their own actions and an awareness of their role in the community. Specific guidelines for campus life are printed in the *Student Handbook* available from the Office of the Dean of Students. It is the responsibility of every student to be informed of college policies and regulations and to abide by them in good faith.

## Student Government

### Legislative

Student government for the Residential Campus at Guilford College is organized around a Community Senate composed of members from each of the six residence halls, representatives from the day student organization, students representing different academic disciplines, members of the administration appointed by the President, and two faculty members elected by the faculty. Executive officers of the Senate are chosen each year in campus-wide elections.

The Community Senate, within the policies and regulations established by the Board of Trustees, derives authority from the President of the College to govern the student body and to coordinate and direct the several subsidiary organizations of student government. The president of the Community Senate, with the consent of its members, appoints student representatives to the Board of Trustees and to the various faculty committees.

Residence hall government is based upon a unit-of-living concept in which the residents of each individual hall are empowered to write their own constitutions, subject to the approval of the Administrative Council. These constitutions must be in accord with the general policies of the college; however, considerable latitude is allowed each hall in its determination of internal living arrangements.

### Judicial

Campus offenses and academic violations (see *Student Handbook* for definition) are adjudicated by the Campus Judicial Board, made up of student members chosen from those who petition a special selections committee for membership and of faculty representatives chosen from members of the full-time faculty. In addition to the power to impose lesser penalties, the Campus Judicial Board may recommend suspension or dismissal, subject to review by the Student Affairs Committee and the President.

For Continuing Education Student Government, see Chapter V.

## Student Housing

Guilford College is primarily a residential campus. Although local students may commute, unmarried students usually live in campus residence halls and eat in the

college dining room unless excused by the Dean of Students for medical reasons. For married students some apartments are available on campus. Students over 21 and a limited number below that age are permitted to live off campus with the permission of the Director of Housing.

During fall, Thanksgiving, Christmas, and spring vacations all residence halls are closed and must be vacated. No meals are served at these times. For these dates, the calendar in the Appendix or available in the Office of the Dean of Students should be consulted.

Upon notification of admission to the college, new students may reserve rooms by signing contract forms provided by the Housing Office. Reservations become effective with the signing of the contract if the \$100 enrollment deposit has been paid. Room contracts are binding for the academic year, and students may withdraw from a residence hall only by

permission from the Housing Office. Entering freshmen are assigned rooms in the order in which they have been accepted by the college.

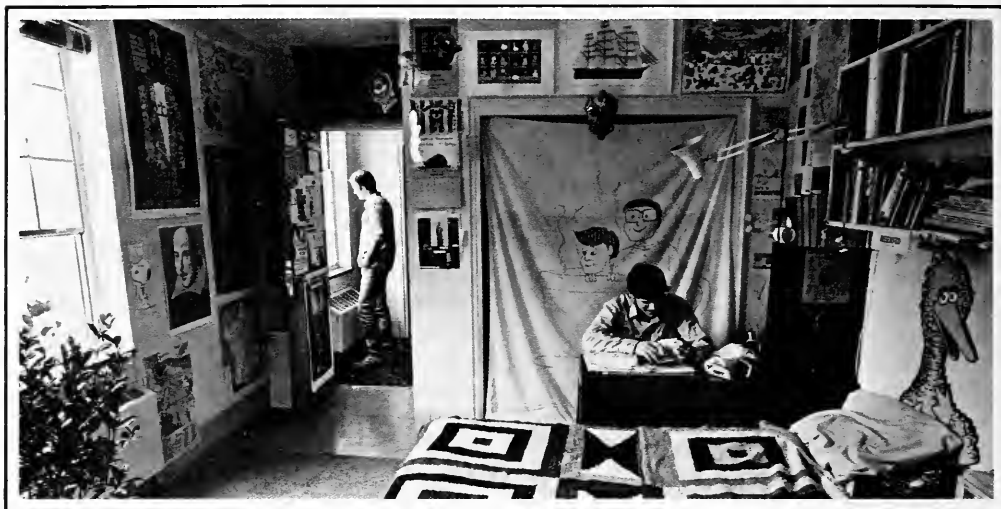
Complete information on room furnishings and residence hall regulations is found in the *Student Handbook*.

## Residence Halls

**Mary Hobbs Hall**, built in 1907 and completely renovated in 1977, provides an opportunity for women to reduce expenses by doing cooperative housekeeping. It was named for Mary Mendenhall Hobbs, wife of Guilford's first president, who was deeply interested in the education of young women. It contains rooms for 56 women, an apartment, reception rooms, a dining room, and a kitchen.

The women who are residents share cooperatively in much of the work. A student coordinator handles allocation of responsibilities, and each student works





approximately 20 minutes a day on a rotating basis in keeping common rooms clean and in helping in the dining room. A spirit of helpfulness is encouraged and expected. Quiet study hours are agreed on by the dormitory as a whole. Meals, served in the dining room, are prepared by a professional cook who is hired by the college food service. Three student cooking supervisors prepare breakfast and assist with other meals. The Mary Hobbs women eat in the main campus (Founders) dining hall on Saturday and Sunday. Guests are welcomed to meals in Mary Hobbs Hall. (Any meal pass from the general campus dining facility will be honored.)

**Shore Hall**, built in 1954, was given by B. Clyde Shore, alumnus and trustee, in honor of his wife, Katherine Hine Shore. It has rooms for 50 women, an apartment, spacious parlor, basement lounge, and two kitchenettes.

**English Hall** was built in 1957 to accommodate 50 men. It was given by Nereus C. English, alumnus and trustee, and his brother Thomas English, members

of a family influential in the history of Guilford. It has an apartment, lounge, and kitchenette.

**Milner Hall** is a men's residence hall completed in 1962. It contains rooms for 256 men, two apartments, and space for recreational facilities. It is named for Clyde A. Milner, the fourth president of Guilford College, and Ernestine C. Milner, professor emeritus of psychology.

**Binford Hall** is a women's residence hall completed in 1962. It contains rooms for 160 women, an apartment, and lounges on each floor. It is named for Raymond Binford, the third president of Guilford College, and his wife, Helen T. Binford, who was especially interested in the education of young women.

**Bryan Hall**, completed in 1968, is designed to house 206 students in suites of eight. It is structured in the form of four buildings around a central court and houses both men and women. The building, which is fully carpeted and air conditioned, was named to commemorate a gift by Kathleen Price Bryan and Joseph McKinley Bryan Sr.

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**John Gurney Frazier Apartments** are named for their donor, a 1924 graduate of Guilford College, and commemorate his father, John Gurney Frazier Sr., and his son, John Gurney Frazier III. The first units of Frazier Apartments, duplex living units, were constructed in 1954. Thirty-five apartments are now available for rent to married Guilford students and faculty. Details on facilities and rentals and application forms may be obtained from the Business Office. Only full-time students may live in these apartments.

Guilford College offers the opportunity to groups of interested students to petition the Housing Office for special-interest housing, small units organized around common social interests or academic interests, such as the study of languages, science, or management.

## Student Services

### Orientation

The orientation of new students and their parents begins with an initial one-week program prior to the opening of the fall semester. During the week, students and parents have an opportunity to meet faculty, administration, and staff members. Through small groups, students become acquainted with campus life and are tested, advised, and registered so that they may enter class in as smooth a manner as possible. A pre-orientation session is held for minority and international students immediately preceding the orientation program.

Special orientation sessions are held both semesters for continuing education students, and just prior to the beginning of the second semester a special session is scheduled for new residential students entering at that time.

### Health Service

Several months before the date of entrance, each incoming residential campus student is required to forward to the Director of Admissions the report of a physical examination made by a physician and a certification of polio vaccination and last tetanus booster. Such medical certification must be on file with the resident nurse before the student is eligible for medical treatment. Daily infirmary office hours are kept during the week, and a physician holds clinic visits each weekday. After hours or on weekends the college nurse or physician may be reached through residential coordinators or interns.

The medical service included in the tuition charge for full-time students covers routine illnesses and the cost of sick calls in the infirmary. An additional charge is made, however, for X-rays and extra services.

The student insurance program covers services which exceed \$25 up to \$1,000 per illness for students who elect this coverage. See Chapter IV.

### Counseling Services

The Counseling Service is based on the premise that every individual has the potential for continuous personal, intellectual, and social growth. Seldom is that growth more accelerated or more vulnerable than when an individual pursues a genuine liberal education, and the Counseling Service is always eager to provide professional guidance to the student throughout this all-important process.

The Center for Personal Growth (the Counseling Service Center), located in Bryan Hall, is staffed by professional counselors trained in personal, vocational, and academic counseling; testing; and crisis intervention.

The Center provides a confidential

setting for students to plan career goals, resolve studying difficulties, and learn about new dimensions of themselves through growth groups and individual psychotherapy. It also acts as a referral service to sources of assistance in the Greensboro area.

Counseling services available for continuing education students are described in Chapter V.

### **Career Development and Placement Services**

The function of the Career Development and Placement Service, offered to students at all levels and to alumni on a year-round basis, is to assist students with career planning and the implementation of career goals.

Services include aiding students in identifying specific vocational objectives leading to suitable and rewarding employment, assisting them in job-finding techniques, and making available on campus a variety of employers and

recruiters for graduating seniors and alumni. The office also acts as an information center for students interested in part-time and summer employment.

An important part of the Career Development and Placement Program is the Student Internship Program, which offers students an opportunity to combine classroom experiences with exposure to an occupational field that is related as closely as possible to the student's course of study and individual interest. See page 26.

This service also provides one of the connecting links between the college and the business and industrial community, keeping the faculty and the administration informed of employment trends.

### **International Student Services**

Services are available to international students through a counselor who advises them on institutional rules, government regulations, academic resources, and opportunities offered by the campus



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community. All international students are members of the International Relations Club, the primary responsibility of which is to aid in the student's overall transition to Guilford College. A special faculty committee for international students also has as its main concern the welfare of the international student at Guilford.

Every attempt is made to facilitate mutually satisfying relationships between international and United States students and between international students and the college and Greensboro communities. Guilford College is a member of the National Association for Foreign Student Affairs and is authorized under federal law to enroll nonimmigrant alien students.

### **Minority Student Services**

Services are available to minority students through the Assistant to the Dean of Students for Minority Student Affairs, who attempts to assess the academic, social, and personal needs of minority students and devise ways adequately to respond to them. A special pre-orientation session for new minority and international students is held just prior to the general orientation program for all new students. The Assistant to the Dean of Students is major adviser to the campus black student organization (BASIB) and assists in planning special programs focusing on black interests and achievements.

## **Cultural Opportunities**

### **The College Union**

The College Union is a student organization which sponsors campus social, recreational, and cultural programs. Union committees include those for recreation, films, concerts, and dances, as well as a coffeehouse. The purpose of the Union is to encourage self-direction and self-realization in leisure activities. Homecoming in the fall and Serendipity

in the spring are major weekends the Union helps to coordinate.

### **Arts Programs, Lectures, the Film Series**

Each year Guilford College provides for students, faculty, and staff selected programs in music, the performing arts, and public affairs. Also available are established lecture series, such as the annual Rembert W. Patrick and Algie I. and Eva M. Newlin History Lectures, and special lectures sponsored by various departments. The Guilford College Film Series presents approximately 40 motion pictures during the year.

### **The Faculty Colloquium**

In the belief that dialogue is fundamental to maintaining the quality of intellectual and spiritual life within the Guilford College community, the Faculty Colloquium brings faculty, students, and visitors together weekly to consider some theme of common interest within an interdisciplinary context. Through lectures followed by discussion, faculty from the humanities and the natural and social sciences, as well as occasional guest speakers and students, explore questions of humane import. Recent themes have included Women as Shapers of Culture, The Hero, Development of Sex Roles, Conflict in the Arts, and Human Space.

## **Founders Hall College Center**

Rebuilt on the site of the original building of New Garden Boarding School, Founders Hall provides office space for the Dean of Students, most of the Student Services staff, and student organizations. Its facilities include meeting rooms, lounges, an art gallery, a recreation room, a photography laboratory, the mailroom, grill room, bookstore, cafeteria, and a



student-operated radio station.

Sternberger Auditorium, adjacent to Founders Hall, provides seating for approximately 400 people as well as space for dances and other events. The drama department is housed in the basement, which includes dressing rooms and a rehearsal hall. Sternberger Auditorium is complemented by the larger Dana Auditorium as a location for performing arts presentations.

## Campus Organizations

### The Performing Arts

The Revelers, Guilford's drama group, presents major productions and one-act plays each semester under the direction of the drama faculty and student directors. Students and faculty often initiate a wide variety of dramatic activities, including New York seminars and work with children's theater, local high school groups, and visiting professional

performers. Membership in the Revelers is open to all Guilford students. Especially active members may qualify for the Dramatics Council.

The Guilford College Choir performs numerous concerts each season both on and off campus in addition to major concerts at Christmas and during the spring. Also, the choir takes an annual tour, bringing the members into stimulating contact with varied audiences and communities. Membership in the choir is by audition and is open to students of all classes. Choir scholarships are available to students meeting specific criteria.

Students interested in the broadcasting of music maintain and operate radio station WQFS-FM, licensed to Guilford College by the Federal Communications Commission. Programming also includes news, lectures, and a variety of offerings providing an educational service to the people of



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Guilford College and the surrounding area.

### **Special Interest Groups**

Brothers and Sisters in Blackness (BASIB) was organized by the Guilford black student community to promote black unity by helping students rediscover, nurture, and project a new black identity, and to add a necessary black perspective to various phases of campus and community life. Both these purposes contribute to the promotion of the black agenda: self-awareness, racial pride, total development of individual abilities, and the right to participate in the policy-making and decision-making processes that affect individual and community life.

The Biophile Club is a conservation organization dedicated to making the community aware of environmental problems. The club is involved in a number of areas — programs on the environment, recycling, and publication of a calendar focused on the environment. As an activist group, the club is involved in a number of research projects investigating the sources and effects of pollution in Guilford County and the state. It is a member organization of the Conservation Council of North Carolina and is affiliated with the Audubon Society and the North Carolina chapter of the Collegiate Academy of Science.

The Public Interest Research Group (PIRG), a student-run and student-funded, professionally-staffed organization, seeks solutions to consumer and environmental problems through public education, research projects, and advocacy work. PIRG is especially concerned with providing opportunities for students to become involved with issues which reach beyond the campus to include the community and the state. There are PIRG chapters at seven colleges in North Carolina.

The Arts and Crafts Center is a student-funded organization which

provides space, equipment, exhibits, and workshops to encourage students to engage in the craft arts: weaving, pottery, jewelry making, batik, woodworking, and calligraphy. The Crafts Center jointly uses facilities with the art department in Hege-Cox Hall.

The Philologists Chowder and Marching Society is an interdepartmental organization of students interested in the physical sciences. The group meets weekly and sponsors speakers, social events, and non-credit classes for specific technical skills.

The Day Student Organization holds regular meetings; its members participate in intramural activities and other campus affairs and are represented in the Community Senate. Its aim is to strengthen the bonds between commuting students and overall campus life.

The International Relations Club considers leading issues of the contemporary world, ranging from the problems of underdeveloped countries through considerations of peace and war. Speakers and special programs such as United Nations Week offer a broader understanding of world problems. The club also provides an opportunity for American students to meet and exchange ideas with international students.

Other special interest groups include the Women's Center, the Campus Association of Photographers, the Sailing Club, and Cheerleaders.

### **Departmental Clubs**

Majors and other interested students in various departments, such as education, foreign languages, history, philosophy, and physical education have organized clubs for discussion of issues relevant to learning in their fields. Phi Alpha Theta, an honorary history society, sponsors historical programs; the purpose of Pi Gamma Mu is to promote and recognize academic excellence in the social sciences.

Beta Beta Beta Biological Society endeavors to cultivate an interest in the life sciences and recognizes academic achievements in biology.

## Student Publications

The *Guilfordian*, a bi-weekly newspaper printed for and by students, serves as a forum for faculty and student opinion through its editorials, columns, and letters to the editor. Coverage of campus news events and publicity for various activities and cultural programs are carried in each issue. The student staff, working with the advice of a student-faculty publications board, gains practical journalism experience in writing, editing, layout, and publishing.

The *Quaker*, the college yearbook, is compiled by students and published annually. As a pictorial and literary representation of Guilford College, the *Quaker* attempts to interpret and evaluate graphically campus activities and aspirations.

The *Piper*, published annually by a student staff, features original poetry, prose, and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents, and provide opportunities for critical dialogue in the arts.

## Other Publications

The *Guilford Review*, published each spring and fall, features writing by faculty, alumni, guest speakers, and others associated with the college. It focuses on questions of an interdisciplinary nature and includes creative as well as scholarly writing. Past issues have centered on such topics as Mythology, Creative Process, Women and Change, Science and Imagination, and Conflict Resolution.

The *Journal of Undergraduate Mathematics* and *Monographs in Undergraduate Mathematics* are published by the Department of Mathematics of Guilford College. The *Journal*, established in 1969, is an internationally-distributed periodical devoted to undergraduate mathematics. It is published twice each year and contains papers contributed by undergraduate mathematics students from throughout the United States as well as from foreign countries. *Monographs* is a series of paperback booklets intended for use in seminars or in independent study or as supplements to regular undergraduate courses. The purpose of each monograph is to stimulate the development of the student's ability to do mathematics. The managing editors of both publications are J.R. Boyd, Professor of Mathematics, and G. Rudolph Gordh Jr., Associate Professor of Mathematics.

The *Undergraduate Journal of Physics*, a new publication designed by the American Institute of Physics to disseminate distinguished student research throughout the country, is to be published at Guilford College, with Rexford E. Adelberger, Associate Professor of Physics, as national editor.

The French journal *Degré Second: Studies in French Literature from the Renaissance to the Present* appears each year and is distributed internationally. Its coeditor is James P. Mc Nab, Dana Professor of French, while the journal's editorial board consists of distinguished scholars from throughout the United States and Europe.

The *Southern Friend: Journal of the North Carolina Friends Historical Society* is a semiannual periodical sponsored by the only Friends historical society in the Southeast. Coedited by Lindley Butler of the faculty of Rockingham Community College and Herbert Poole, Director of the Guilford College Library, the publication carries scholarly articles on various aspects

of the history of the Religious Society of Friends.

## Religious Life

Religious life at Guilford reflects the variety of religious backgrounds and concerns of students and faculty. Many students become associated with local churches or synagogues and continue active roles in church life. New Garden Friends Meeting, across from the college, and Friendship Friends Meeting, on campus, welcome students of all faiths. Several members of the campus community also sponsor a mid-week meditation to which the entire community is invited.

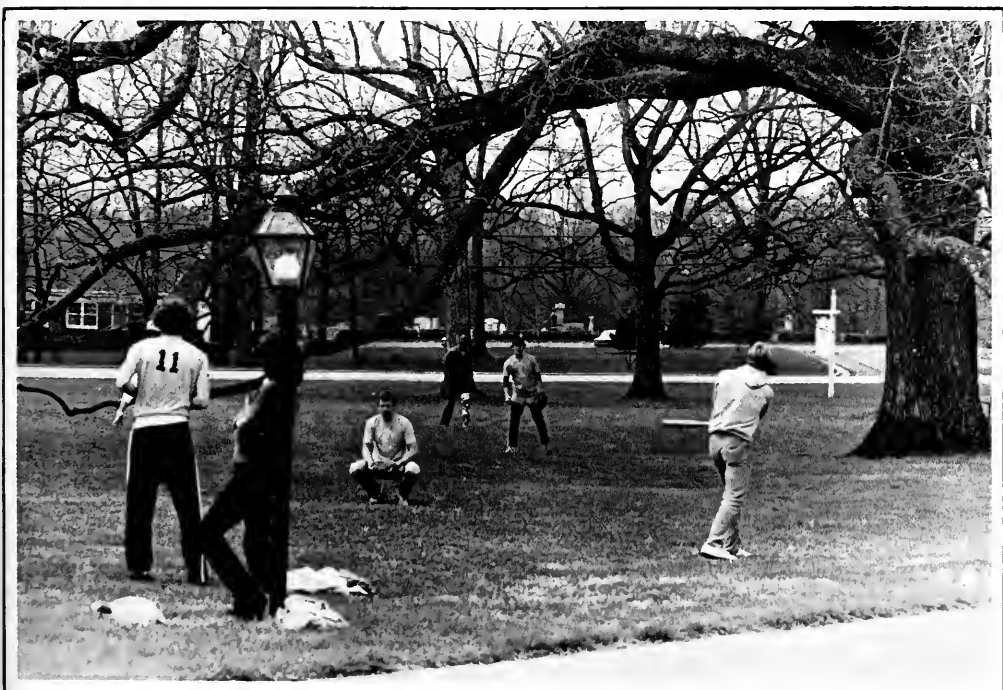
Student organizations such as Young Friends are active on campus, and regular worship services are held for Episcopalian and Catholic students. Hillel provides religious and cultural opportunities for

Jewish students.

## Community Involvement

Guilford College recognizes the educational value of participation in the larger world of which the campus is a part. The college encourages students to use Greensboro and the surrounding community as an adjunct to the classroom. Students are involved in such programs as tutorial services, volunteer work, and internships with governmental, religious, and other community organizations. In some cases academic credit may be received for these activities.

Some students gain practical experience by working with local parties and political action groups, either directly or through Young Democrats and Young Republicans clubs on campus. Other campus organizations, such as BASIB and



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the Biophile Club, also pursue their special interests in the community at large.

## Athletics and Recreation

The athletic program at Guilford provides activities which are physically wholesome, mentally stimulating, and socially satisfying, integrating athletics into the total educational program. All students are encouraged to participate in intercollegiate or intramural sports.

As a member of the Carolinas Conference and the National Association of Intercollegiate Athletics (NAIA), Guilford sponsors intercollegiate teams in 11 sports. Men may participate in baseball, basketball, football, golf, lacrosse, soccer, and tennis. For women there are basketball, softball, tennis, and volleyball teams.

In the past 15 years, Guilford College athletic teams have participated in a number of national championships. The baseball, basketball, golf and men's and women's tennis teams have participated in NAIA National Tournaments. The men's basketball team won the national championship in 1973 and the women's tennis team won the title in 1981.

The Guilford College Intramural Association offers 14 activities to male, female, and coed teams. Students, faculty, and staff participate in team tennis, soccer, flag-football, volleyball, racquetball, coed innertube water polo, and coed volleyball during the fall semester. Second semester activities are basketball, foul shooting, one-on-one, softball, track, ping pong, swim meets, and racquetball.

Student leadership has been a key to the success of the intramural program. Opportunities to participate as a representative, game official, player, or

supervisor are open to all interested students.

## Motor Vehicles

A student at Guilford College may operate a motor vehicle on campus provided it is properly registered and parked in the designated parking area. Students who operate motor vehicles are required to pay a motor vehicle registration fee and maintain full insurance protecting others. They are expected to exercise care and consideration for the safety of themselves and others, and to observe state, local, and campus traffic regulations. Details of traffic and parking regulations are included in the *Student Handbook*.

## Leadership Recognition

Campus leadership at Guilford is recognized in various ways and is a factor in the awarding of scholarships and other honors. Outstanding seniors may be named Who's Who in American Universities and Colleges. Academic leadership is recognized by the Dean's List, by appointment of College Marshals, and by scholarships such as the Charles A. Dana Scholarships, awarded for both leadership and academic ability. Each year the Nereus C. English Athletic Leadership Awards are made to superior athletes who have shown leadership in athletics and other aspects of campus life. Students with very high academic averages may qualify for the Guilford Scholarship Society, which includes also faculty members who are members of Phi Beta Kappa or Sigma Xi. Student leaders who are members of the senior class receive recognition awards each year from the Office of the Dean of Students.

# IV. Admissions, Fees, Student Aid

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In the admissions procedure, Guilford College concerns itself with more than just statistics. Because Guilford is an academic community which values shared learning experiences, the college seeks in its applicants qualities of personality, intellectual capability, and social awareness which enable students to participate fully and responsibly in both the academic program and campus and community life.

To promote the exchange of ideas and values, Guilford actively seeks a student population representing wide areas of the United States and other nations, as well as a broad spectrum of ethnic, religious, racial, and socioeconomic groups.

## Selection

Effort is made to consider as many aspects of an applicant as it is possible to discern through review of each application individually.

The Admissions Committee of the Faculty examines an applicant's past scholastic achievement as demonstrated by grades and class rank in high school and academic potential as predicted by performance on one of the nationwide college entrance examinations. Intellectual ability is a significant factor in selection. Since it does not, however, constitute the whole person, other qualifications are considered.

The Committee attempts to admit competent students whose backgrounds and talents will enrich the community educational experience and whose energies and concerns promise constructive leadership and useful service in their own lives and in society. Personal characteristics are evaluated through letters of recommendation and an interview which prospective students are urged to arrange. All applicants are

encouraged to submit for the Committee's review any information concerning unusual circumstances, achievements, or abilities which they feel would be relevant.

## Secondary School Preparation

There is no specific number or pattern of units required for entrance to Guilford. The college is primarily interested in the quality of a student's overall academic performance. However, to be better prepared for an academically successful experience in Guilford's liberal arts curriculum, a student's 16 high school units should include 12 academic units, with 4 units in English, 3 or 4 in natural sciences, and 2 to 6 in a foreign language.

Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high school program. See page 87. The Guilford Summer Scholars program described in Chapter I also allows early college experience for selected high school students.

In addition to course work in high school, prospective students are urged to read widely outside of class to broaden their general background and acquaintance with contemporary issues. Students also are encouraged to increase their competence in writing and in developing the ability to express ideas accurately.

## Entrance Tests

So that the Admissions Committee of the Faculty can better evaluate a prospective student's academic potential, each applicant is expected to take the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board or the test of the American College Testing Program (ACT) and have scores sent directly to the college.

## Personal Interview

The best way for a student to become familiar with a college is to visit its campus and meet and talk with different members of the college community. Likewise, the best way for the admissions staff to become acquainted with a student is through personal contact. For these reasons, each prospective student is encouraged to visit the campus. Arrangements for a personal interview and a campus visit may be made through writing or calling the Admissions Office. The college telephone number is (919) 292-5511.

## Application Procedure

Applications are processed on a rolling basis; as soon as the application and all supporting material are received in the

Admissions Office, the application will be considered. The materials needed are (1) the completed application form with a \$15 processing fee, (2) a transcript of all secondary school work, (3) results of one of the college entrance examinations (SAT or ACT), and (4) personal recommendations from guidance counselors or others.

Candidates for admission as residential campus students will be notified of the decision of the Admissions Committee of the Faculty immediately after their applications have been processed. Accepted students confirm their intention to enroll by paying a \$100 enrollment fee. Refundable to new students until May 1, this fee is not applied to tuition and fees but serves as a registration and escrow deposit throughout the student's enrollment at Guilford College. See page 46 for further details. Inquiries concerning admission to



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Guilford College should be addressed to:

Director of Admissions  
Guilford College  
5800 West Friendly Avenue  
Greensboro, North Carolina 27410.

## Early Decision Plan

To eliminate the necessity for prospective Guilford students to file applications for admission to several colleges and to reduce the anxiety of some regarding acceptance, Guilford has joined a number of other colleges which offer an Early Decision Plan. Through this optional arrangement, students whose first choice is Guilford and who have strong academic and personal qualities may have a decision from the Admissions Committee of the Faculty by November 1 of their senior year rather than the following spring.

To apply to Guilford under the Early Decision Plan, students should sit for the SAT or ACT examinations during their junior year in high school and submit their applications by October 15 of their senior year.

Under this plan, students agree to apply to no other colleges until a decision is reached by Guilford; and, if accepted, they agree to let Guilford know of their decision by paying the \$100 enrollment fee within two weeks after their notification of acceptance. For students accepted under the Early Decision Plan, the enrollment fee is not refundable.

## Advanced Placement

Advanced standing may be earned through the Advanced Placement examination or the College Level Examination Program for a total of 32

credits (with a maximum of 16 in each) for those examinations that correspond to courses in the Guilford curriculum. The required course Interdisciplinary Studies 101 cannot be waived by examination. Placement and credit decisions in the student's major must be approved by the appropriate department chairperson. Advanced placement may be earned by a score of at least 3 on the AP examination, at least 500 on any CLEP general examination, or at least 50 on a CLEP subject examination. Minimum scores of 4, 550, or 55 respectively on the above examinations entitle the student to receive college credit as well as placement. General examination scores may apply only to courses taken to satisfy the general college or distribution requirements. Credit for other courses may be obtained only by taking subject area examinations. Exceptions to these policies may be made by petition to the Academic Dean. For further information, the student should contact the Registrar's Office or the Admissions Office. Continuing Education students should consult the Assistant Registrar for Continuing Education.

All freshmen are tested for proficiency in English and in the foreign language they wish to continue studying. On the basis of these tests, students are placed in the most advanced courses for which they are qualified.

## International Student Application Procedure

To be considered for admission, an international student must comply with certain special procedures.

Complete the application form and return with the following:

1. A bank draft in payment of application processing fee of \$15.00 U.S.

2. One copy of official transcript from each high school or college attended
3. One copy of an official TOEFL (Test of English as a Foreign Language) score. (To be considered, a student must score 500 or above)
4. A completed financial statement indicating adequate financial support to meet the expenses of the entire academic program at the college. Applications will not be processed unless such declaration can be made.

A provisional admission can be granted to a prospective student who meets the following conditions:

1. Ranks in the upper forty percent of his graduating class
2. Has maintained a grade average equivalent of C or better
3. Agrees to enroll and continue studying in the Inter-Link (see p. 28) or an equivalent intensive English language program until he/she scores 500 or above on the TOEFL examination. Upon achieving a minimum TOEFL score of 500, the applicant is required to complete a statement demonstrating proficiency in written English.

## Transfer Applications

Qualified transfer students from accredited and approved colleges and universities are welcome to apply to Guilford. In order to be considered for transfer to Guilford, a student needs at least a C average in all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student wishes to transfer and the type of courses taken at that institution. Transfer applications are evaluated according to the same criteria used for freshman applications.

The materials necessary to complete an application for transfer are (1) the

regular application for admission and the \$15 application processing fee, (2) a transcript from every high school and college attended, (3) results of one of the college entrance examinations (SAT or ACT scores earned while in high school are acceptable), and (4) a letter of recommendation from the academic adviser or the academic dean of the school the student last attended.

## Early Entrance

Because of greater preparation and maturity among many of today's high school students, Guilford College has expanded its Early Entrance Program to accommodate an increased number of able students who wish to pursue their educational objectives at an accelerated rate. Guilford welcomes applications through the normal admissions process from qualified students who are prepared to enter college upon completion of the eleventh grade. Consideration may, in some cases, be given to capable students who wish to enter college even earlier.

Each year an increasing number of students with varied backgrounds and from many states enter through the Early Entrance Program. They are admitted from the age of 14 upward, with or without high school diplomas. Their academic performance and personal development place them markedly above those students accepted through regular admissions, a fact which the college attributes both to high motivation and to intense intellectual curiosity.

Any high school student with superior academic potential is eligible to apply. For details, the Admissions Office should be contacted.



## Tuition and Fees: 1982-83

### Residential Campus

For the academic year  
of two semesters

	Day Student	Mary Hobbs Hall	Other Halls
Tuition (12-18 credits)	\$4,320.00	\$4,320.00	\$4,320.00
Room and Board		1,920.00	2,030.00
	\$4,320.00	\$6,240.00	\$6,350.00
Student Activity Fee	110.00	110.00	110.00
Total Charges	\$4,430.00	\$6,350.00	6,460.00

### Other Fees

Application Fee	\$ 15.00	Graduation Fee	20.00
Enrollment Fee	100.00	Duplicate Diploma Fee	10.00
Per Credit Tuition		Key Fee	5.00
(fewer than 12)	82.00	Motor Vehicle Registration	
Overload Per Credit		Dormitory Student	10.00
(more than 18)	82.00	Day Student	3.00
*Audit Fee (per course)	100.00	Linen Deposit	5.00
*Audit Fee (per course)		Insurance Premium	52.50
(Senior Citizens)	25.00	Athletic Insurance	
Registration Fee		Premium	57.50
(part-time students)	15.00	Transcript Fee (per copy)	2.00
Late Registration Fee	10.00		

\*Auditors pay laboratory or special course fees where applicable.

All fees are subject to adjustment.

### Course Fees

Art 102, 103, 104, 105, 200, 201, 204, 205, 221, 222, 223, 224, 225, 226, 248, 251, 252, 253, 300, 301, 304, 362, 480, 481	\$ 5	Geology 121, 122, 131	\$ 5
Art 330, 331, 340, 341, 360, 454	\$25	Geology 211, 212, 335, 340, 415	\$10
Biology 114, 115, 204, 213, 325, 326, 340, 342	\$ 5	Interdisciplinary Studies 101	\$ 5
Biology 221, 222, 245, 324, 332, 335, 337, 341, 431, 433, 434, 438, 443	\$15	Physics 111, 112, 121, 122, 201, 302, 311, 322	\$ 5
Chemistry 111, 112, 434	\$15	Psychology 340	\$ 5
Chemistry 220, 221, 222, 323, 324, 431, 432	\$20	Courses in the sciences numbered 400 or above may also include course fees, as may Special Topics courses (250 and 450) in any department.	
Education 440	\$50		
English 106	\$ 5		

### Music Fees

Guilford College students registered for  
private lessons in applied music at  
Greensboro College pay \$420 per semester

for two half-hour lessons per week, and \$210 per semester for one half-hour lesson per week.

Fees also are charged for the use of practice rooms at Guilford College and for the use of college orchestral instruments according to the following scale, which reflects charges for one academic year (two semesters):

Use of Practice Room with Piano	
6 hours per week	\$20.00
12 hours per week	40.00
Use of Practice Room without Piano	
6 hours per week	15.00
12 hours per week	20.00
Rental of Orchestral Instruments	20.00

## Explanation of Fees

**Enrollment Fee.** A \$100 fee is required of all full-time residential campus students. This fee serves as an amount from which, at the conclusion of the school year, all financial obligations due the college, such as charges for room damage, library fines, etc., are deducted. If there are deductions from the fee due to unpaid financial obligations, a sum necessary to bring the fee to the level of \$100 will be added to the student's account at the beginning of the next fall term. This fee, less deductions, if any, will be refunded after the student graduates. Refund of this fee will be made to enrolled students leaving the college before their senior year only in the following situations:

- For reason of health on certification from the college physician;
- For students leaving the college at the end of the first semester, provided notification is given to the Dean of Students by November 1;
- For students leaving the college at the end of the academic year, provided notification is given to the Dean of Students by April 1;

- For students not permitted to return for academic reasons.

For students who withdraw after the November 1 deadline (or the April 1 deadline), the fee will be credited to the student's account for one year. If the student does not return within one year, no refund will be made. Students who are uncertain about withdrawal should consult with the Dean of Students before either the November 1 or April 1 deadline.

**Key Fee.** A key fee is required of all resident students. The fee is refundable when the student gives up his/her room and returns the original key.

### **Linen Service, Fee, and Deposit.**

Pillow cases, sheets, and towels are furnished optionally by an outside linen service. The cost for this service is included in the regular room charge. If the service is not desired, students or parents must notify the Business Office, in writing, 15 days before the fall registration date in order to receive a credit of \$10 each semester. Those desiring the service also pay a required linen deposit, which will be refunded upon return of linens when the student leaves school.

**Late Registration Fee.** A student who fails to complete registration on the day and at the time designated will be required to pay a late fee of \$10.

**Motor Vehicle Registration Fee.** For further information on motor vehicle registration and regulations, see the *Student Handbook*.

**Student Activity Fee.** The student activity fee is assessed and administered by the student government to cover the budget of certain student organizations in which all students may participate or from which they receive benefits.

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## Medical and Accident Insurance

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance (\$25 deductible). The policy provides up to \$1,000 medical expenses for each disability. Payment will be made commencing after \$25 in expenses for treatment and hospital confinement have been incurred within 12 months following the sickness or accident, if treatment begins within 30 days after an accident. The cost of the following is covered:

1. Medical and surgical treatment by a physician.
2. Hospital confinement and special nurses. (Hospital room and board for sickness limited to the cost of a semi-private room.)
3. Miscellaneous hospital expenses such as operating room, anesthetic, medicines, drugs, and laboratory tests.
4. Services rendered by the college infirmary or health service for which the student is normally charged.
5. Dental treatment made necessary by injuries to sound natural teeth (limited to \$250).

The premium for insurance will appear as an item on the first semester charges. Students or parents must notify the Business Office in writing on or before the day of the student's registration if such protection is not wanted.

Students participating in inter-collegiate athletics are required to take Athletic Insurance coverage at a cost of \$57.50 per year.

## Payment of Accounts

Registration is not complete until all financial accounts are settled. Payment or

proper arrangements with the Business Office must be completed by registration day. Any student with an unpaid account 10 days after registration is subject to expulsion from the college.

### Monthly Payment

Guilford offers a special plan for parents who prefer to pay tuition and other school fees in monthly installments during the academic year. The cost is 3% greater than when payment is made in cash at the beginning of each term. Those desiring this plan should make arrangements through the Business Office.

## Refunds and Adjustments

Subject to the adviser's approval, a student may change registration during the first week of classes. No refunds or adjustments are made for changes in registration after this period except in cases of official withdrawal from the college. In these instances, by written notice to the Office of the Dean of Students and the Business Office, refunds or adjustments on tuition, board and room, and fees are as follows:

### Tuition

(Calendar days beginning with the first day of college classes)

- 1 through 7 — 100% refund of tuition
  - 8 through 14 — 80% refund of tuition
  - 15 through 21 — 60% refund of tuition
  - 22 through 28 — 40% refund of tuition
- (No refund after the 28th day)

### Board

Refunds paid are prorated on a weekly basis calculated on Tuesday following the date of official withdrawal.



### Room

There will be no refund or credit against room rental for the semester after the first day of classes. No refund or credit will be made to any student suspended or expelled from the college or residence hall for disciplinary or other reasons.

### Student Activity Fees

Laboratory and other special course fees will be refunded in full until the 29th day after the first day of college classes and then are nonrefundable.

### Proration of Financial Aid

Any financial aid grant given to a student who subsequently withdraws from school during the school year will be adjusted on the basis of the ratio of the total refund

due, based on time of withdrawal, to the total cost for the student.

## Student Aid

There are many students whose family resources are insufficient to meet the rising cost of a college education without special assistance. The Director of Financial Aid and the Student Aid Committee of the Faculty attempt to identify such students and arrange assistance for them consisting of scholarships, grants, loans, and work opportunities.

Over 72% of Guilford College students receive some type of direct financial assistance. All students benefit from income from endowment funds, since tuition and other expenses are lowered below actual costs.

## Basis of Awards

In granting or renewing financial aid, the Student Aid Committee takes into consideration both satisfactory academic performance and financial need according to the terms of the particular scholarships available. Students are considered to be making satisfactory academic progress at Guilford College when their averages are above the minimum indicated in the table on page 163 for assigning academic probation. Financial aid may be continued for students placed on academic probation. However, financial aid may be terminated unless a C average is earned during each term of academic probation. Assistance is not automatically continued but must be applied for each year.

Applications for scholarships and other financial assistance should be addressed to the Director of Financial Aid, Guilford College, Greensboro, North

Carolina 27410. Financial need is evaluated through family financial statements submitted through the American College Testing Program, Post Office Box 1000, Iowa City, Iowa. Forms may be obtained from the high school counselor or directly from the Financial Aid Office. Completed applications should be received before April 15.

## Scholarships Available

### Select Freshmen Scholarships

A number of freshmen entering the college each year compete for honors scholarships of \$1,000 each. Ten of these may be renewed each year if the recipient maintains a B average. Each honors scholarship application is judged on the basis of academic performance, class rank, college board scores, and co-curricular activities. Applications may be obtained by writing to the Admissions Office, and these should be submitted by February 15.

### Dana Scholarships

To be eligible for consideration for a Dana Scholarship, a student must have completed a full academic year or its equivalent at Guilford College, have a cumulative 3.25 average, and be nominated by students, faculty, or administrative staff. Selection is made by a special faculty committee which takes into consideration the student's maturity, motivation, leadership, and contribution to campus life. Dana Scholars who continue to meet these criteria and who are renominated for the award may be reappointed each year. Awards are based upon demonstrated need and may go up to the cost of full tuition.

### Aid for Quaker Students

To the extent that restricted Quaker

funds are available, Guilford College follows the guidelines below for financial aid to Quaker ministers and students:

1. Recorded Quaker ministers serving North Carolina Friends Meetings who are degree-seeking students shall be eligible for financial assistance equal to the cost of full tuition up to and including 18 credits per semester. If the student attends college full time and receives the North Carolina Legislative Tuition Grant, the amount of Quaker funds will be reduced accordingly.
2. Candidates for the ministry may qualify for up to \$1,000 per year in loan/grant funds, according to need, if the sum awarded is matched by an equal contribution from the student's monthly, quarterly, or yearly meeting — or a combination of these. If, after leaving Guilford College, the student is employed full time in a professional capacity in North Carolina Yearly Meeting, he/she may have the loan cancelled on a proportionate basis.
3. Any Quaker student receiving need-based assistance will be eligible to replace up to \$1,000 of the loan or work/study portion of the award package with a grant of \$500 from Quaker funds if his/her meeting provides matching funds.

Applications should be made to the Director of Financial Aid.

### Other Scholarship Aid

The Student Aid Committee of the Faculty administers a number of scholarships and grants-in-aid made possible by friends of the college. These are awarded largely, but not entirely, on the basis of need. A few of the named scholarship funds are listed. A more complete listing may be found in Financial Aid Office publications.

**The George I. Alden Excellence Scholarship.** Established by the George I. Alden Trust of Worcester, Massachusetts, this fund provides an

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annual award of \$2,500 to a rising junior who has been enrolled at Guilford College for at least one year. The award is made on the basis of outstanding character, intellect and scholarship.

**Nereus C. English Scholarship Fund.**

This fund, established by Nereus C. English of Thomasville, North Carolina, provides scholarships that may be applied to any field of study. Priority is given to graduates of Trinity High School, Trinity, North Carolina.

**A. Brown Finch Scholarship Fund.**

Several scholarships are available each year through the generosity of Mrs. Doak Finch, who established this fund in 1951. Preference is given to North Carolina residents from Randolph or Davidson Counties.

**The Greensboro Fund.** This fund offers grant aid for Greensboro residents enrolled through the Center for Continuing Education. Its purpose is to provide support for persons attempting to complete their undergraduate education through the adult continuing education program at Guilford College.

**Carlton R. Kerner Scholarship Fund.**

This fund, established by the family of Carlton R. Kerner, makes funds available to students from a variety of backgrounds. Awards are granted to students who demonstrate sufficient need and strong academic performance.

**Roxie Armfield King Scholarship**

**Fund.** Women students, primarily from Guilford County, receive grants from this fund ranging from \$100 to \$1,000 annually. These awards are based on demonstrated need as well as academic potential.

**J. Henry Scattergood Scholarship**

**Fund.** This fund was established by the Friends' Freedmen's Association in

Philadelphia, Pennsylvania. Preference for recipients is given to American students from economically and culturally disadvantaged backgrounds.

**Trustees' Scholarship Fund.** The Guilford College Board of Trustees established this fund in 1978. The earnings from the initial endowment are designated to be used for scholarships with preference given to minority and international students.

## **Aid for North Carolina Residents**

To qualify for North Carolina state grants, a student must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to the beginning of the semester. Grants are not available for students who have earned a bachelor's degree or qualified for such a degree.

### **North Carolina Legislative Tuition Grant**

During the 1981-82 academic year \$600 was credited to each full-time North Carolina student's account. Need is not a determining factor. The student must be an undergraduate enrolled for 12 or more credits on October 1 for the fall term, and on the 11th day of the spring term.

### **North Carolina State Contractual Scholarship Fund**

The state of North Carolina provides scholarship assistance to needy North Carolina students attending private postsecondary institutions. During the 1981-82 academic year \$154,550 was distributed on the basis of need to Guilford College students.

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## **Federal Grants and Loans**

The Pell Grant Program (formerly Basic Educational Opportunity Grants) is administered by Guilford College. The amount of each grant is determined by a Congressionally approved schedule. Application for a Pell Grant is made via the ACT Family Financial Statement.

Guilford makes Supplemental Educational Opportunity Grants (SEOG) to students from low income families with exceptional financial need who require these grants to attend college. Guilford offers grants from \$200 to \$2,000 a year, dependent on need, for a maximum duration of four academic years.

Guilford also makes loans of up to \$2,500 per year from the federally-funded National Direct Student Loan Program. These must be repaid within 10 years with interest charges of 5%. Payments begin six months after the student leaves school. Deferments may be granted with no interest to be charged for up to three years while the borrower is in the armed services, the Peace Corps, or VISTA.

Requests for Guaranteed Student Loans from the student's home bank or a state agency also are certified through the Financial Aid Office.

## **Parent Loan Plan**

The Parent Loan Plan is specifically designed to help parents of Guilford students pay for college education in regular installments, over an extended period of time, and at a lower than usual interest rate. This plan is intended to help meet the needs of the middle income family. Only parents of freshman students are eligible. Combined parental income must exceed \$30,000 per year.

The George I. Alden Parent Loan Fund, established at Guilford College in

1981 by the George I. Alden Trust of Worcester, Massachusetts, is a similar revolving loan fund program, allowing parents to spread the cost of four years of education over an extended period.

## **Work Opportunities**

In cooperation with other members of the Greensboro Regional Consortium, Inc., Guilford College operates a Job Location and Development Service to assist students who need to work while in school. The college also administers a federally funded work-study program for which students may qualify on the basis of need. Part-time work is available in the library, cafeteria, offices, laboratories, physical education center, and maintenance.

Women students may also reduce their expenses by rooming in Mary Hobbs Hall, a cooperative dormitory.

## **Veterans**

The Office of Veteran Affairs makes available to veterans, war orphans, wives and widows of veterans the same services normally provided at the regional level. In addition to educational benefits, assistance is also available in areas not specifically related to education. Services include determination of eligibility, application for veteran benefits, tutorial assistance (at no cost to the veteran), application for eligibility for home loans, application for eligibility for educational loans, guidance and counseling, and general information regarding the various forms of veteran assistance.

For further information or assistance, the Center for Continuing Education should be contacted.

# V. Continuing Education

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Guilford College's first educational programs for men and women older than traditional residential undergraduates began more than a quarter of a century ago in downtown Greensboro. Since those days in the early 1950s, continuing education and the concept of life-long learning have become major social movements throughout the United States. At Guilford, continuing education has changed in many ways, especially since the Downtown Campus was integrated with the campus proper in 1973. The college's current continuing education programs combine high academic quality and rigorous standards with the flexibility and responsiveness to individuals that distinguish the Quaker tradition. The staff of the Center for Continuing Education and the faculty who teach continuing education students are aware of the special hurdles that adult students must often negotiate, and they are sensitive to both the strengths and the handicaps that frequently characterize these students. This awareness, as well as the conviction that all education, including the education of adults, is an expression of the college's mission, shape Continuing Education at Guilford today.

## The Student Body

Continuing education students are usually older than traditional undergraduates, and many carry full-time employment responsibilities. About half of these students study part-time to complete degrees, to increase professional competence, or to expand skills and knowledge in new directions. Almost all continuing education students commute to the campus. Some attend classes during the day, since all Guilford courses are open to continuing education as well as

residential students. For the most part, however, continuing education students attend classes during the evening hours. Those on a rotating work schedule alternate day and evening sections of courses in a pattern known on campus as "flip-flop."

About 90% of the continuing education students have had some prior postsecondary schooling, although for some this is not more than a course or two taken years earlier. A large number have completed the associate degree at a technical, community, or junior college. Others already hold one bachelor's degree and are seeking additional training or a second degree.

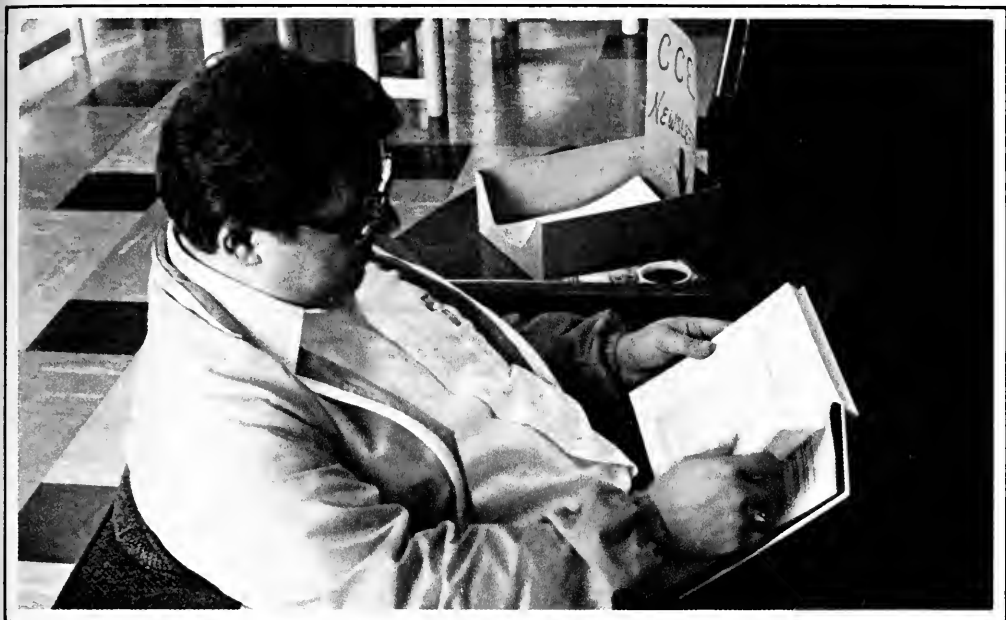
## Areas of Study

Three pre-professional programs attract a sizeable majority of continuing education students: accounting, administration of justice, and management. Faculty in these programs combine advanced academic training in their areas of expertise with practical experience in the field. They are committed to professional education that is conceptually based: they insist that their students learn how to think as accountants, managers, or criminal justice officers — not simply carry out routine assignments.

Other evening students choose majors in chemistry, geology, mathematics, physics, psychology, or sociology. Although there are fewer night courses in these subjects available during a single semester than in the pre-professional areas, offerings are rotated on a schedule that permits completion of each major at night over a sequence of semesters.

Continuing education students able to attend classes during the day may select a major in any of the 25 academic





disciplines offered by the college. See page 21.

In addition to major courses, numerous liberal arts courses in the humanities, arts, sciences, and social sciences are offered during evening hours. Students may enroll in these courses to satisfy general college requirements or for personal enrichment. See page 20 for graduation requirements.

## The Evening Schedule

The academic year at Guilford College is divided into two semesters (fall and spring), with a summer session administered by the Greensboro Regional Consortium, Inc. During the fall and spring semesters, evening classes are offered four nights a week, following a Monday/Wednesday or Tuesday/Thursday pattern. Classes are scheduled for 75 minutes each, from 6:00 p.m. to 10:15 p.m. Thus continuing education

students can carry a full load (3 courses, 12 credits) by attending classes only two evenings a week. Those who do carry a full load speed their progress toward a degree and, if legal residents of North Carolina working toward a first degree, are eligible to receive the North Carolina Legislative Tuition Grant toward tuition, which in 1981-82 amounted to \$600 for the academic year.

A ten-week summer session is available, with classes meeting on Monday and Thursday nights only. Or two five-week summer sessions offer courses meeting four days a week, Monday through Thursday. In both cases, two class periods are scheduled for one hour and 50 minutes each, and eight credits are considered a full-time load. During the summer session, evening students may accelerate their progress toward graduation or compensate for previous deficiencies.

Companion sections of some courses are scheduled to facilitate class attendance

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during the day or night, as work shift hours change during the term.

Students who prefer a lighter load may take one or two courses per evening during fall and spring semesters and only one or none during the summer session.

## **Advising and Counseling**

### **Academic Advising**

Two academic advisers are available at the Center for Continuing Education for personal as well as professional counseling with potential, entering, or continuing students. Potential students may consult with these advisers in order to determine which course of study will best suit their interests and abilities. Transfer students may seek assistance in assessing previously earned credits and determining how these credits may count toward a Guilford degree. Continuing students may seek advice as to whether a lighter load is preferable to a full-time load, in view of prior preparation, work schedule, or family responsibilities.

Appointments may be made with an academic adviser any time between 8:30 a.m. and 9 p.m., Monday through Thursday, or 8:30 a.m. and 5 p.m. Friday, by telephoning the Center for Continuing Education.

Students who are attending college for the first time work with the Continuing Education academic advisers throughout their initial year at Guilford. Transfer students from other educational institutions begin to plan their courses of study with a faculty member in the major department after one semester. However, all evening students are invited to consult the Director of Continuing Education or the Continuing Education advisers at any time.

### **Career Development and Placement Service**

Guilford College's Career Development and Placement Center, located in Founders Hall, offers assistance in career planning as well as with job placement both during college and after graduation. Various interest tests are available through the Center, upon payment of a small fee. Assistance in writing resumes and preparing for job interviews is available. The Center staff coordinates campus visits for representatives of business, industry, and various government agencies, as well as recruiters from graduate and professional schools. An extensive library of career-related materials is maintained at the Career Development and Placement Center, and selected items are available in the Continuing Education lounge. Students interested in an appointment should call the Director of Experiential Learning, Career Development, and Placement.

### **Clinical Counseling**

Short-term counseling and referral service when necessary are available to continuing education students at a modest fee through the Center for Personal Growth in Bryan Hall. Students may call the Center for an appointment with one of the counselors.

### **Counseling for Veterans**

Available in the Center for Continuing Education is a complete counseling service for veterans, providing educational guidance and information about veteran benefits.

### **Academic Skills Center**

The Academic Skills Center, located in the basement of the Guilford College Library, assists students with academic

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difficulties, especially in reading, mathematics, and expository writing. The training in study skills offered by the Center has proved successful in helping students long out of school to manage the transition back into the classroom. A limited amount of tutoring in a wide range of academic subjects may be obtained without charge through the Center. The services of the Center are available during some evening hours as well as during the daytime.

## Student Government

The Continuing Education Student Government Association (SGA) is composed of all students registered for college credit work through the Center for Continuing Education. The association exists to serve the welfare and interests of its members, working toward the establishment of a community supportive of the continuing education of adults. Among its activities is the sponsorship of social and cultural events for working students whose free time is typically severely constrained. The Student Government Association operates under the direction of an eight member Executive Board elected by ballot of the membership and installed at the last called meeting in the spring semester. The Executive Board derives its authority from the President of the College and is responsible for the allocation of continuing education student activity fees.

## Additional Services and Activities

Intramural athletics are open to continuing education students as their time permits.

Continuing education students may participate in the activities and business of Residential Campus student organizations

in accordance with the following guidelines:

**Senate** - CCE students may participate in the Senate only as designated representatives of the Student Government Association (SGA) and by invitation of the Senate.

**Student Union** - CCE students may belong to the Union but will not serve as officers.

**Judicial Board** - CCE and Residential Campus students serve as representatives of their respective constituencies.

**Publications** - (*Guilfordian*, *Quaker*, *Piper*) CCE students are welcome to participate in the activities of these publications, but editors will be chosen from among students paying the Residential Campus Student Activity Fee.

**WQFS** - CCE students are welcome to participate, but the station management will be chosen from among students paying the Residential Campus Student Activity Fee.

**Clubs and Interest Groups** - Such groups as BASIB, the Choir, Biophile, the Crafts Center, and the Women's Center welcome the participation of CCE students.

**Note** - These guidelines are designed to encourage participation by CCE students but will minimize the authority for the allocation of funds by students not paying the Residential Campus Student Activity Fee.

Limited food service (coffee, soup, and sandwiches) is available in the Center for Continuing Education lounge for the convenience of students rushing to class after work. More extensive food service is available during restricted hours in the Grill Room located in the basement of Founders Hall, or in the cafeteria located in the same building.

Child care is available at a minimal charge four days a week from 5:30 to 10:30 at the New Garden Friends School, Upper Division, one block on New

Garden Road beyond the Center for Continuing Education.

## Admissions

Persons wishing to attend Guilford College through its Center for Continuing Education may seek admission to one of several programs. Each of these has been designed with the needs of a particular type of student in mind.

Those who wish to pursue a degree program immediately must enter as regular students. They are expected to furnish transcripts of all scholastic work attempted since entering high school, scores from the School and College

Ability or the Scholastic Aptitude Testing Programs of the College Entrance Examination Board or the test of the American College Testing Program, and a letter of recommendation. Transfer students also are expected to furnish a letter from the dean of the last college attended, attesting to their eligibility to return.

Those who have been out of school for a number of years and cannot, by the college's standards, be evaluated adequately on the basis of their past academic records or test scores may seek admission as "Special Advisees." Such applicants are expected to submit past academic records; however, the college waives its usual requirement regarding test



scores for persons seeking to enroll under this arrangement. The college also provides special counseling when needed, and permits the Special Advisee to demonstrate the ability to perform college-level work successfully.

Those who wish to pursue college-level work with no grade assigned and for no college credit may enroll on a non-credit basis. These persons need furnish none of the credentials required of degree candidates. They may audit courses or they may attend certain courses for a flat fee once enrollment for those courses has been established.

The college recognizes that many persons would like the option of enrolling for course work on a credit basis without officially enrolling in the college. Persons wishing to take advantage of this option may enroll as non-matriculated students for a total of two courses at the regular per-hour cost, plus a regular registration fee of \$15.00. Their enrollment is at the discretion of the Director of Admissions. The Registrar will maintain an official record of all such credit, and this credit will be applied to a degree should the student ultimately seek to matriculate into the college.

For application materials, write to:  
 Continuing Education Admissions  
 Guilford College  
 5800 West Friendly Avenue  
 Greensboro, North Carolina 27410  
 or telephone (919) 292-5511, extension 163 or 172.

## Tuition and Fees: Fall Semester 1982-83 Center for Continuing Education

### Tuition

Full-Time A.B./B.S. Degree	
Majors (12-18 credits)	\$2,048.00
Part-Time, Overload, and B.A.S. Degree	
Majors (Per Credit)	82.00

### Fees

Application Fee	\$ 15.00
Registration Fee (all students)	15.00
Student Activity Fee	5.00
Audit Fee - per course	100.00
Audit Fee - per course	
Senior Citizens	25.00
(Auditors pay laboratory or special course fees where applicable)	
Special Non-Credit Courses -	
English 011 and Mathematics 011	100.00
(includes Registration Fee)	
Graduation Fee	20.00
Duplicate Diploma Fee	10.00
Insurance (upon request at registration if taking 10 or more credits)	52.50
Monthly payment plan	
service charge	3% add-on
Motor Vehicle Registration -	
Commuting Student -	
First sticker	3.00
Each additional sticker	1.00
Transcript Fee (per copy)	2.00

All fees are subject to adjustment.

A Continuing Education student who elects to live in college housing (except for Frazier Apartments) must transfer to the Residential Campus and pay all applicable tuition and fees.

A Continuing Education student who elects to participate in intercollegiate athletics must transfer to the Residential Campus.

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## Refund Policy: Center for Continuing Education

Tuition Refund Schedule  
(Calendar days beginning with the first day of college classes)

1 through 7 — 100% of tuition  
8 through 14 — 80% of tuition  
15 through 21 — 60% of tuition  
22 through 28 — 40% of tuition  
(No refund after the 28th day)

The student activity fee will be refunded in full during the 100% tuition refund period but will be nonrefundable thereafter.

Laboratory and other special course fees will be refunded in full until the 29th day after the first day of college classes and then are nonrefundable.

The Continuing Education Registration Fee is payable at preregistration and is nonrefundable.

# VI. Departmental Programs

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The "course" is the basic unit of instruction and measurement of academic progress at Guilford College. Almost all courses carry 4 credits (the equivalent of 4 semester hours). Exceptions include physical education courses, off-campus seminars, some independent study projects, and seminars in some departments. In the five-week summer session sponsored by the Greensboro Regional Consortium, Inc., non-laboratory courses normally carry 3 credits.

Normally, 100 level courses are introductory courses, 200 level courses are sophomore courses, and 300 and 400 level

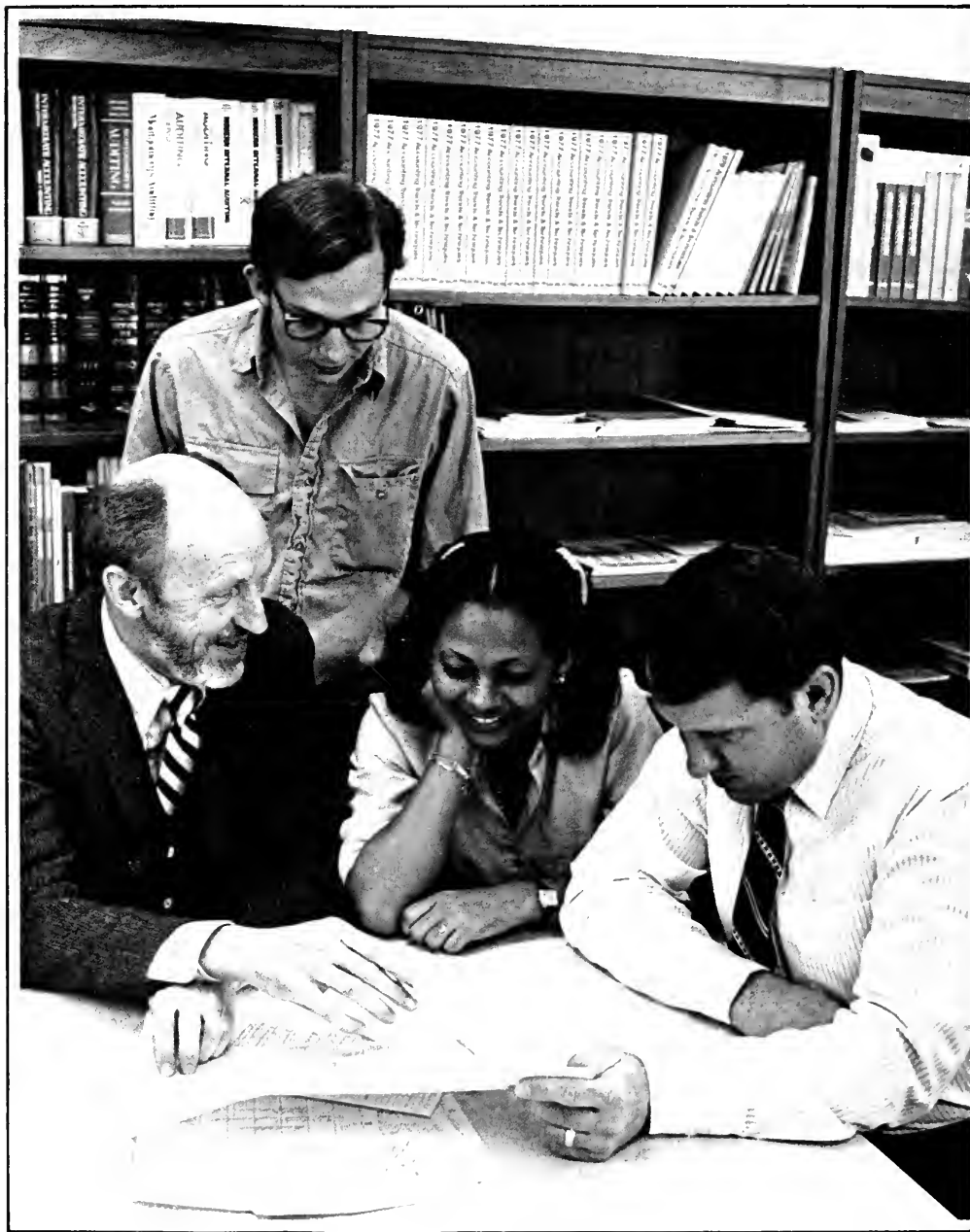
courses are junior and senior courses. Freshmen may not enroll in 300 or 400 level courses unless they demonstrate exceptional maturity and/or background in the discipline.

Departmental course offerings are listed in this section. The following order is observed: course number, descriptive title, any course listing(s), credits awarded for the course, and instructor's name. Noted at the end of the course description are prerequisites and any general college requirement to which the course applies. For courses taught in alternate years, the next date when the course will be offered is generally indicated.

# Accounting

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*...is designed to qualify students to cope successfully with today's ever-changing environment.*





*William Grubbs, Associate Professor, Chair*  
*Bob M. Keeny, Voehringer Professor of*  
*Accounting*  
*Mary B. Greenawalt, Assistant Professor*  
*Ralph W. Frey, Professor*

The increasing complexity of business, government, and industry demands that able, well-educated persons be available to assume positions of responsibility. The preparation accounting students receive at Guilford College — the breadth of liberal arts courses as well as the specialization in accounting — is designed to qualify them to cope successfully with today's ever-changing environment. Graduates of the program can seek the challenge of a career in public accounting or respond to demand for persons in industrial and governmental accounting. Others choose to use their accounting background as a way of joining the ranks of management in various organizations.

A Bachelor of Science degree is offered to Residential Campus students; the Bachelor of Administrative Science degree and the Associate of Arts degree are offered to Continuing Education Center students only. The Bachelor of Science degree program consists of eight major and four related field courses. The Bachelor of Administrative Science degree program consists of eight major and six related field courses.

Required major courses for both degrees are Introductory Accounting I and II, Intermediate Accounting I and II, and Cost Accounting. Required related field courses are Principles of Economics (Economics 221-222), Computer Systems Management (Management 141), and Financial Management (Management 336); in addition, a second junior or senior level related field course is needed for the B.A.S. degree. Inferential Statistics (Mathematics 112) is required for both degrees; this course may be used to satisfy

part of the related field as well as part of the science distribution requirement. Careful selection of other courses in the major and related field enables students to tailor the program to their individual career objectives.

The Associate of Arts degree program consists of four major and three related field courses. Required major courses are Introductory Accounting I and II, Intermediate Accounting I, and Cost Accounting. Required related field courses are Principles of Economics (Economics 221-222).

Students who plan to sit for the Certified Public Accountant Examination are advised to examine the requirements of the state in which they plan to qualify. The accounting courses offered at Guilford are designed to satisfy course requirements set by the North Carolina Board of CPA Examiners.

#### **201 Introductory Accounting 1. 4.**

**(Department)** Fundamental accounting concepts as applied to business enterprises. Emphasis on analysis and recording of transactions and preparation of financial statements.

#### **202 Introductory Accounting II. 4.**

**(Department)** Interpretation and utilization of accounting data for management decision-making. Emphasis on analysis of financial statements, budgeting, cost systems, and cost-volume-profit relationships. Prerequisite: Accounting 301.

#### **301 Intermediate Accounting I. 4.**

**(Department)** Theory and application of financial accounting. Emphasis on financial statement presentation, current assets and liabilities, intangible assets, and operational assets. Prerequisites: Accounting 201, 202.

#### **302 Intermediate Accounting II. 4.**

**(Department)** Theory and application of financial accounting. Emphasis on corporate equity accounts, long-term investments and liabilities, changes in financial position, pension costs, and current-value accounting. Prerequisite: Accounting 301.

**311 Cost Accounting. 4. (Grubbs)** Development and use of production costs in planning, controlling, and decision-making. Prerequisites: Accounting 201, 202.

## ACCOUNTING

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**321 Federal Taxation. 4. (Staff)** Principles of federal income tax laws relating to corporations and individuals. Prerequisites: Accounting 201, 202.

**322 Advanced Federal Taxation. 4. (Staff)** Tax planning and research in the areas of corporate and fiduciary income taxation and gift and estate taxes. Prerequisite: Accounting 321.

**401 Advanced Accounting. 4. (Grubbs/Keeny)** Accounting and reporting for consolidated corporations, partnerships, multi-national enterprises, and non-profit organizations. Prerequisites: Accounting 301, 302.

**411 Auditing. 4. (Greenawalt)** The independent auditor's examination of the accounting control system and other evidence as a basis for expressing an opinion on a client's financial statements. Basic audit objectives, standards, ethics, terminology, procedures, and reports. Prerequisites: Accounting 301, 302.

**421 C.P.A. Problems. 4. (Greenawalt/Grubbs)** General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. examinations in accounting practice and theory. Prerequisite: all required courses in accounting and related subjects.

**422 C.P.A. Law. 4. (Staff)** General and specialized topics in business law which constitute the subject matter of the C.P.A. examination in that area. Topics include contracts, negotiable instruments, agency, and the accountant's legal liability. Prerequisite: senior standing or permission of the department.

**431 Accounting Theory. 4. (Grubbs/Keeny)** Theories of valuation, income determination, and financial statement presentations. Emphasis on current accounting issues and the related professional literature. Prerequisites: Accounting 301, 302.

**450 Special Topics. 4.** See page 24. May be offered also at 250 level.

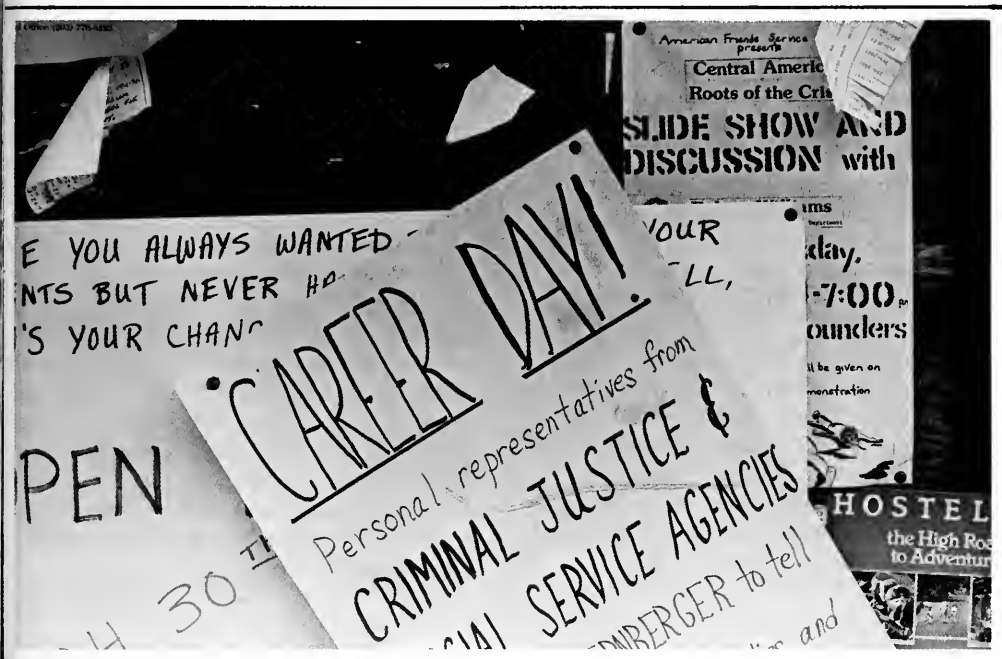
**460 Independent Study. 1-4.** May be offered also at 260 level.

**461 Accounting Policy. 4. (Greenawalt/Keeny)** A study of existing and emerging issues in financial accounting and reporting as they relate to conceptual, institutional, and policy variables. Case studies are used to examine financial controversies, practices, standards, and decisions in accounting policy formulating.

Students are encouraged to consult the summer school catalog for offerings during that term.

# Administration of Justice

...prepares students to meet the complex problems of criminal justice in today's urban society.



## ADMINISTRATION OF JUSTICE

*Barton Parks, Associate Professor, Chair*  
*John C. Grice, Assistant Professor*

The administration of justice department offers programs which prepare students to understand and to work with the many complex problems of criminal justice. The department itself takes an interdisciplinary approach and works closely with other social science departments. The department emphasizes inquiry into the nature of justice, field experience in the criminal justice system through internships, and understanding administration and policy as they apply to criminal justice.

A Bachelor of Science degree is offered to Residential Campus students; the Bachelor of Administrative Science degree and the Associate of Arts degree are offered to Continuing Education Center students only. Instruction is offered by faculty in the administration of justice department, as well as in the departments of management, political science, psychology, and sociology. Some specialized courses are taught by qualified professionals from the local community.

The Associate of Arts program consists of 16 courses (64 credits) of academic work to be completed with a cumulative C average, the equivalent of two years of full-time college study. It offers the maximum number of professionally-oriented courses in the first two years so students can improve their professional competence quickly. Four major courses are required, including Introduction to Criminal Justice (Administration of Justice 101).

The Bachelor of Administrative Science and the Bachelor of Science degrees are designed for students who intend to do advanced study in criminal justice, law, and public affairs and students with a career interest in the criminal justice system, including law enforcement, courts, corrections, parole,

probation, security, and juvenile delinquency. The program provides students with an expanded knowledge of the institutions and processes of the criminal justice system. Further, it seeks to provide the analytic tools and techniques necessary for deeper insight into those institutions and processes, including the problems of administration.

Majors in the administration of justice must take Introduction to Criminal Justice (Administration of Justice 101) and Organizational Development (Administration of Justice 310). The remaining six courses for the major are selected in consultation with the student's adviser and are carefully coordinated with career objectives. At least three of the six must be at the 300 or 400 level. A 4-credit practicum may be required. The related field is satisfied by four courses for the B.S. degree and six courses for the B.A.S. degree taken in approved disciplines, with Elementary Descriptive Statistics (Mathematics 111) required and a course in computer science strongly recommended. Candidates for the B.S. degree must satisfy, without substitution, the college requirements for graduation listed on page 20.

**101 Introduction to Criminal Justice. 4.** (Grice) Survey of the criminal justice system — philosophy, history, development, role, and constitutional aspects of administration of justice. Review of the agencies and process of criminal justice. Counts toward social science requirement.

**102 Law Enforcement: The Police in Society. 4.** (Department) Survey of the police as a social institution: structure and processes of police systems. Traditional and behavioral approaches to police system, with particular reference to the problems of maintaining public order under rapidly changing social relationships.

**103 Punishment, Prisons, and Corrections. 4.** (Parks) Survey of structure and processes of correctional institutions, parole, probation, and community based corrections. Methods and problems in rehabilitation and supervision of adjudicated offenders.

**104 Courts: Trial and Justice. 4. (Grice)** The courts as a social institution: law and the legal mentality, structure and processes of federal, state, and local court systems. Traditional and behavioral approaches to the courts, with particular reference to problems arising from heavy case loads and changing social norms.

**105 Juvenile Delinquency: Youth and Trouble. 4. (Parks)** Survey of problems of delinquency in contemporary society: juvenile courts and institutions; prevention and treatment programs; theories of delinquency causation.

**201 Substantive Criminal Law. 4. (Department)** Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false pretenses, robbery), conspiracy, criminal agency and corporate liability, accessories, concept of failure to act and negative acts, and causation.

**213 Law and Society. 4. (Grice)** Introduction to social jurisprudence; the judicial system; legal rights, wrongs, and remedies; contemporary issues; law as a decision-making process related to other disciplines. Counts toward social science requirement.

**222 Sociology of Urban Life (Sociology 222).** 4. See page 140.

**233 Criminology (Sociology 233). 4. (Department)** Survey of criminological theory and practice; nature and cause of criminal offenses and offenders.

**240 Research and Methodology. 4. (Department)** Introduction to analytical tools and techniques of the social sciences as applied to the administration of justice. Research and writing techniques using original source materials, secondary sources, and field research. Summary of current literature in the field, new experimental programs, and theoretical foundations of the criminal justice system. Prerequisite for all upper division courses.

**290 Practicum in Administration of Justice. 4-12.**

**302 Legal Thought in Historical Perspective (Political Science 302)** See page 128.

**310 Organizational Development. 4. (Department)** Study of formal and informal nature of organizations, the organizational environment and the processes of communication, leadership, decision-making, and principles of change.

**318 Demography (Sociology 318). 4** See page 140.

**335 Constitutional Law in the Political Process I (Political Process I (Political Science 335)). 4.** See page 128.

**336 Constitutional Law in the Political Process II (Political Science 336). 4.** See page 128.

**340 Principles of Public Administration. 4. (Grice)** Principles and practices in policy-making, analysis, decision-making, leadership, communication, and the management of public sector enterprise.

**400 Advanced Problems in Criminal Justice. 4.** Selected topics, both contemporary and traditional, in the fields of criminal justice are examined in depth. The specific problem(s) examined will vary each semester the course is scheduled.

**404 Justice, Law, and the Classics (Political Science 404). 4.** See page 129.

**420 Ethics and Corruption. 4. (Department)** Examination of causes and consequences of corrupt and unethical behavior on the part of public officials and the long term consequences of such behavior on the quality of life and delivery of public services. Alternate years, beginning 1983-84.

**450 Special Topics. 4.** See page 24. Recent offerings include Collective Behavior, Punishment and Deterrence. May be offered also at 250 level.

**460 Research Problems or Independent Study. 1-4.** Recent studies include Biorhythms and Crime, British Judicial System. May be offered also at 260 level.

**470 Senior Thesis.**

**490 Departmental Honors.** See page 26.



*Adele Wayman, Assistant Professor, Chair*  
*James C. McMillan, Professor*  
*Roy H. Nydorf, Assistant Professor*

The art department seeks to develop a studio program of high quality for its majors as well as develop an awareness and appreciation of art in all students.

Art majors may concentrate in one of three areas: painting, graphics, or three-dimensional forms. A concentration in ceramics or photography (for an A.B. degree only) may be arranged with the department chairperson, subject to the approval of the Academic Dean.

Two degrees in studio art are offered. The Bachelor of Arts is for students who prefer a major in art in addition to a broad liberal arts background. The Bachelor of Fine Arts, offered in conjunction with Greensboro College and Bennett College through the Greensboro Regional Consortium, is designed for students primarily interested in becoming professional artists or in entering graduate school in studio art.

Twelve courses are required for the studio art major seeking an A.B. degree. Four foundation courses are required: Introduction to Visual Arts, Design I, Design II or Introduction to Three-Dimensional Forms, and Drawing I. In addition, students take two courses and Independent Studio: Senior Thesis I, Art 480, in their chosen concentration; two art history courses; two studio courses in areas other than their concentration; and one elective art course. A senior exhibition also is required.

Twenty-one courses are required for the B.F.A. degree, which emphasizes a more intense study of studio art. Five foundation courses are required: Introduction to Visual Arts, Design I and II, and Drawing I and II. Seven courses must be completed in the student's chosen concentration, two of them Independent

Studio: Senior Thesis I and II, Art 480 and 481. Three art history courses also are required. In addition, students should take six studio art courses in areas other than their concentration. A senior exhibition is required. This advanced degree cannot be completed in less than four and a half years.

**100 Introduction to Visual Arts. 4.** Overview of the principal visual arts, including their aesthetic qualities, structural forms, historical roles. Fulfills creative arts requirement.

**101 Artists, Materials, and Ideas. 4.** Interaction between the creative process, the materials, and the art product. Selected artists studied. Fulfills creative arts requirement.

**102 Design I. 4.** Fundamentals of design in two-dimensional media, excluding color. Fulfills creative arts requirement.

**103 Design II. 4.** Continuation of Design I. Emphasis on color problems. Prerequisite: Art 102.

**104 Basic Drawing I. 4.** Basic principles of drawing in various media stressing the relationship of observation, materials, and methods to form. Fulfills creative arts requirement.

**105 Basic Drawing II. 4.** Continuation of Drawing I. Exploration of creative concepts of expression. Prerequisite: Art 104.

**200 Painting I. 4.** Fundamentals of painting; relationship of materials, techniques, and ideas to visual expression. Oil and acrylic media explored. Prerequisite: Art 102 or 104.

**201 Painting II. 4.** Continuation of Painting I, emphasizing integration of basic pictorial concepts and including the figure in total context. Prerequisite: Art 200.

**204 Life Drawing I. 4.** Figure drawing; stress on integration of formal, expressive, structural aspects of anatomy. Prerequisite: Art 104.

**205 Life Drawing II. 4.** Continuation of Life Drawing I, emphasizing composition and expression. Prerequisite: Art 204.

**213 Arts and Crafts for Elementary Teachers. 4.** Classroom practice in presentation of art processes and use of materials for elementary students,

# ART

including a module on arts and crafts for exceptional children.

**221 Graphics I. 4.** Printmaking processes of relief printing, including linoleum, woodblock, collagraphy. Prerequisite: Art 104.

**222 Graphics II. 4.** Serigraphic printmaking processes, including film, tuche, and light sensitive techniques.

**223 Graphics III. 4.** Intaglio printmaking processes, including etching on hard and soft ground techniques, aquatint, and drypoint. Prerequisite: Art 221.

**224 Graphics IV. 4.** Advanced color intaglio printmaking with emphasis on the creation of a complex color image. Multi-plate printing, relief stencil, viscosity color techniques introduced and explored. Prerequisite: Art 223.

**225 Graphics V. 4.** Lithographic stone printmaking processes, including pencil and tuche techniques.

**226 Graphics VI. 4.** Advanced printmaking; exploration of techniques in selected printmaking media with emphasis on personal expression. Prerequisite: Art 221, 222, 223, or 224.

**248 Introduction to Three-Dimensional Forms. 4.** Materials, techniques, and concepts of three-dimensional design. Fulfills creative arts requirement.

**251 Sculpture I. 4.** Techniques of modeling in clay, wax, plaster; basic armature making and mold making.

**252 Sculpture II. 4.** Introduction to tools and techniques of subtractive sculpture in wood and stone.

**253 Sculpture III. 4.** Construction processes in sculpture, including wood and metal.

**270 Art History Survey I. 4.** Major stylistic periods of art from pre-history through the Middle Ages. Fulfills creative arts requirement.

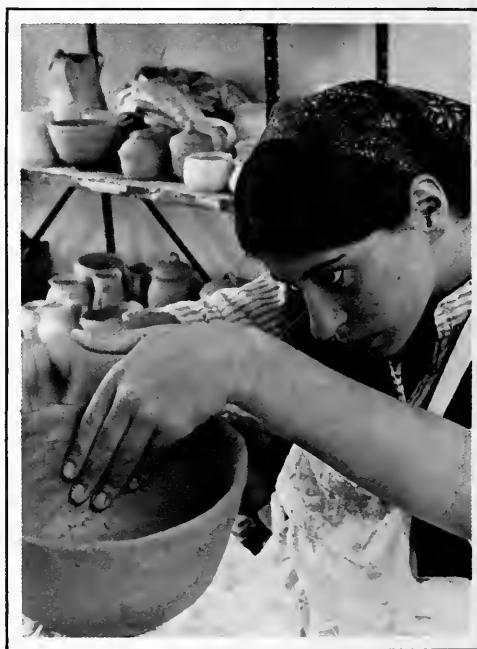
**271 Art History Survey II. 4.** Italian Renaissance through 19th-century European art. Fulfills creative arts requirement.

**300 Painting III. 4.** Exploration of media in relation to form and personal expression. Individual critiques. Prerequisite: Art 201.

**301 Painting IV. 4.** Formal and philosophical problems of painting; emphasis on individual direction. Individual and group critiques. Prerequisite: Art 300.

**304 Murals. 4.** Exploration of large scale two-dimensional surfaces designed for public areas. Prerequisite: Art 201.

**330 Photography I. 4.** Materials, equipment, and basic techniques in black and white still photography. Design in pictorial format stressed.





**331 Photography II. 4.** Special techniques in photographic expression; technical and aesthetic possibilities of color.

**336 Philosophy of Art (Philosophy 336). 4.** See page 121.

**340 Ceramics I. 4.** Introduction to ceramic processes; handbuilding, throwing, glazing.

**341 Ceramics II. 4.** Advanced ceramic techniques; sculptural forms, glaze preparation, kiln operation. Prerequisite: Art 340 or permission of instructor.

**346 Art Methods in the Public Schools. 4.** Methods and materials for effective teaching of art at elementary, junior and senior high school levels.

**360 Fiber Design and Weaving. 4.** Basic and advanced weaving taught on primitive, table, and floor looms. Emphasis on technique and design.

**362 Crafts Design 4.** Creative design in selected craft media.

**372 Renaissance Art History. 4.** Major artists and stylistic trends of 15th- and 16th-century Italian and Northern Renaissance art. Fulfills creative arts requirement.

**373 Modern Art History. 4.** Major artists and art movements from 1860 to the present. Fulfills creative arts requirement.

**440 Oriental Art History. 4.** Early art influences in China and India through the first half of the 20th century. Fulfills intercultural requirement.

**441 American Art History. 4.** European, colonial, Afro-American, technological, and various contemporary influences on the visual arts in the United States. Fulfills creative arts requirement.

**450 Special Topics. 4.** See page 24. May be offered also at 250 level.

**454 Foundry. 4.** Investing, pouring, finishing metal castings.

**477 New York Art Seminar. 1.** One-week seminar on the visual arts stressing dialogue with art and artists in New York City studios, museums, and galleries. Course planned to acquaint students with the making and promotion of the visual arts.

**480-481 Independent Studio: Senior Thesis I. II. 4,4.** Students choose the focus of this course. A



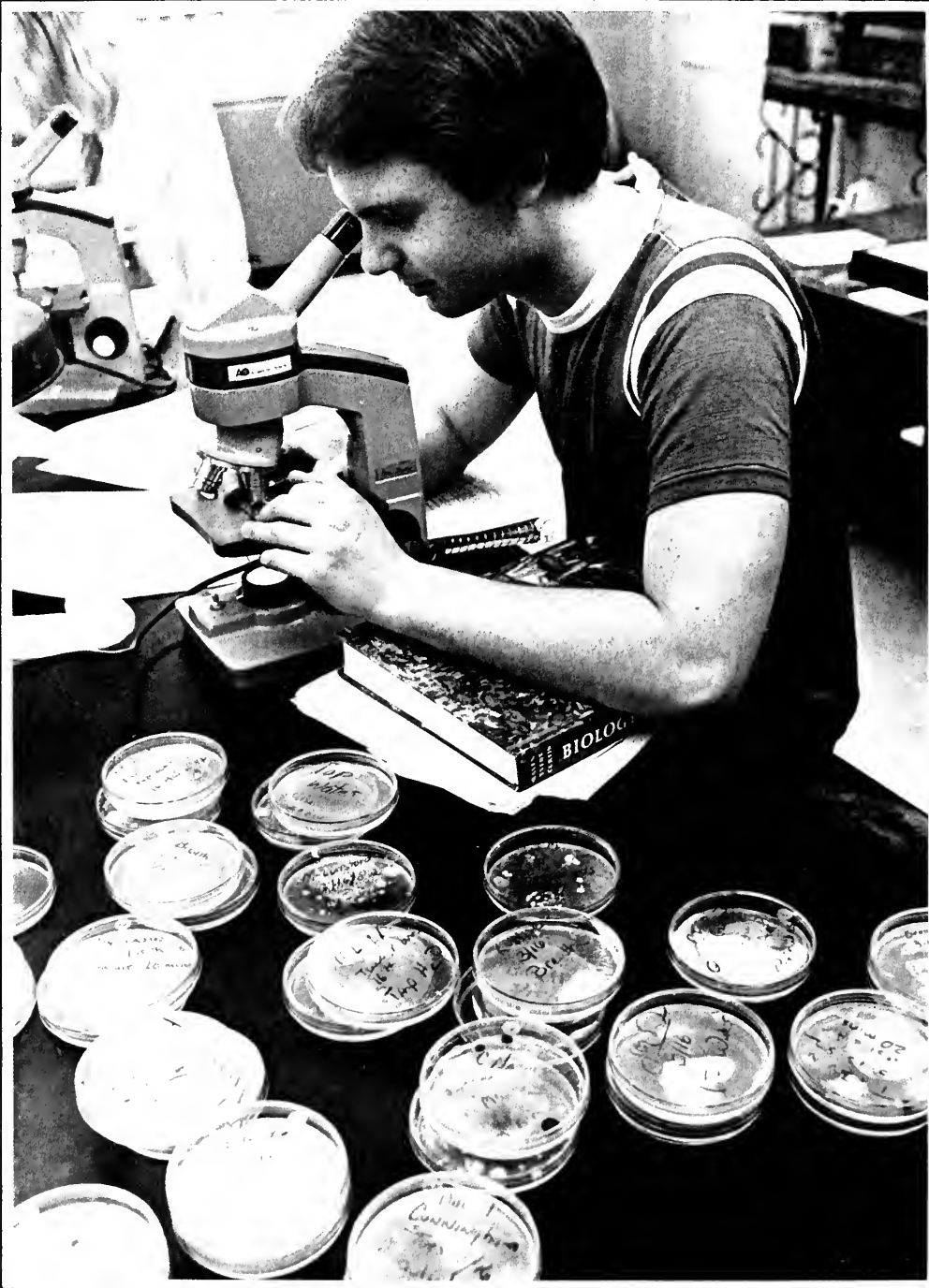
written statement of aims must be submitted to the department for approval within the first two weeks of the semester. Students are expected to work independently and complete projects which demonstrate technical proficiency and originality of concept. Adviser conferences, mid-semester progress reviews, and final art staff critiques required. Prerequisites: Advanced standing and consent of department chair.

**483-484 Internship. 4,4.** Majors with advanced standing may petition the department to receive academic credit for internship experiences. Adviser conferences, mid-semester progress reviews, and final art staff critiques are required.

Fee are charged for all studio art courses. See page 45.

Selected studio art and art history courses are offered during evening as well as daytime hours.

# Biology



*William E. Fulcher, Professor, Chair*

*Robert R. Bryden, Dana Professor*

*Jacqueline Ludel, Associate Professor of Biology and Psychology*

*Frank P. Keegan and Lynn J. Moseley, Assistant Professors*

The biology department seeks to provide students with a good foundation in the biological sciences. The curriculum is designed so that all students take certain basic courses and then pursue more advanced courses suited to their own interests in the field. This flexibility enables students to prepare for graduate school; for medical, dental, and other professional schools; for careers in many different areas of biology; or for the teaching of biology at the secondary level.

A major in biology consists of eight four-credit courses, including General Botany, General Zoology, and Cell Biology, and the thesis seminar. Additional courses are chosen by the students in consultation with their advisers, in keeping with their career objectives. During their junior year, all students take for credit the thesis seminar. Students are required to take one year of mathematics (Calculus I and Statistics are recommended), one year of chemistry, and one year of physics as related fields for the biology major. A research thesis is very strongly recommended.

In addition to the three basic biology courses listed above, students preparing for careers in secondary education should take Invertebrate Zoology; Comparative Vertebrate Anatomy or Vertebrate Zoology; General Ecology or Ecosystems; Animal Physiology or Plant Physiology; and one course chosen from Field Botany, Nonvascular Plants, or Vascular Plants.

A combined degree program in medical technology and a cooperative program for physician's assistants are available. See page 23. Through an arrangement with Duke University School

of Forestry and Environmental Studies, a degree completion program and a master's degree program in forestry are available. See page 22. For individual students, consideration also may be given to degree completion programs at other institutions. Students who have completed an approved anesthesia program for nurses may continue their college work at Guilford, applying many credits previously earned toward a Bachelor of Science degree in Biology. See page 24.

Many biology courses involve field work and off-campus field trips. Expanded study and research opportunities are available at the North Carolina coast, in the mountains, and in adjacent states. Furthermore, Guilford students can perform research at the Belews Lake Biological Station, which is shared with area colleges and universities.

There are opportunities for student participation in independent studies and internships. For example, a student interested in studying dentistry may spend a semester working with and studying under a practicing dentist. Internships are arranged through consultation with the director of career development, the adviser, and the department chairperson. See page 26.

#### **114 General Zoology. 4. (Ludel/Moseley)**

Introductory study of the biology of selected vertebrates and invertebrates including basic concepts of morphology, anatomy, physiology, ecology, taxonomy, and evolution. Fulfills laboratory science requirement.

#### **115 General Botany. 4. (Fulcher)**

Introductory study of the plant kingdom including morphology, anatomy, physiology, ecology, and evolution. Fulfills laboratory science requirement.

**204 History of Medicine in America. 4. (Bryden)** Pre-scientific roots of American medicine; evolution of scientific medicine and its impact upon medical education, organization of medical profession, public attitudes toward medicine; problems in health care delivery and medical ethics. Laboratory exercises focus upon the development of the technology and instrumentation of medicine and their influence upon scientific knowledge. Field study at Duke University Medical Center examines contemporary applications. Alternate years, beginning 1983-84.

**211 Genetics and Society. 4. (Moseley)** Study of genetics and evolutionary thought with special emphasis on their implications for human society. Evolution, the cell as a unit of life, the principles of heredity, population genetics, evolution and the inheritance of genetic diseases. Not applicable to major. Fulfills non-laboratory science requirement.

**212 Ecosystems. 4. (Bryden)** Structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis on the relation of man to the ecosphere. Not applicable to major. Fulfills non-laboratory science requirement.

**213 Cell Biology. 4. (Keegan)** Microscopic structure of cells and cell organelles; biochemical components and functions of cell organelles as related to morphology; growth and division processes of cells with particular emphasis on morphological characteristics and biochemical changes during growth and development. Laboratory techniques such as centrifugation and isolation and characterization of cell organelles are utilized. Prerequisites: Biology 114, Chemistry 112.

**221 Comparative Vertebrate Anatomy. 4. (Bryden)** Brief survey of main classes of vertebrates; detailed comparative study of vertebrate anatomy; detailed laboratory study of shark, Necturus, and cat. Alternate years, beginning 1982-83.

**222 Comparative Vertebrate Embryology. 4. (Bryden)** Detailed treatment of processes of germ cell development, fertilization, and cleavage; comparative study of development of frog, chick, pig, and man. Alternate years, beginning 1982-83.

**245 Introduction to Forensic Science. 4. (Keegan)** In-depth study of application of biological, chemical, and physical sciences to investigation of criminal activity. The student will acquire a firm understanding of the basis of the various tests used



in criminal investigations, and of the applicability and usefulness of these tests. Not applicable to major. Fulfills laboratory science requirement. Offered when demand and scheduling permit.

**300 Thesis Seminar. 1. (Department)** Required of all junior biology majors. Pass/fail grading.

**324 Field Botany. 4. (Fulcher)** Taxonomic study of vascular plants involving classification, collection, and identification in the field and laboratory. Prerequisite: Biology 115 or permission of instructor.

**325 Nonvascular Plants. 4. (Fulcher)** Advanced study of non-vascular plants with emphasis on morphology, anatomy, and phylogeny of algae, fungi, and bryophytes. Prerequisite: Biology 115. Alternate years, beginning 1982-83.

**326 Vascular Plants. 4. (Fulcher)** Advanced study of vascular plants with emphasis on their morphology, anatomy, and phylogeny. Prerequisite: Biology 115. Alternate years, beginning 1982-83.

**332 Invertebrate Zoology. 4. (Bryden/Ludel)** Advanced study of phyla of invertebrates with emphasis on taxonomy, physiology, and ecology of the several groups. Prerequisite: Biology 114. Alternate years, beginning 1982-83.

**335 Vertebrate Field Zoology. 4. (Moseley)** Advanced study of vertebrates, emphasizing morphology, taxonomy, ecology, and behavior of representative species. Laboratory work includes field studies of the major groups of North Carolina vertebrates. Prerequisite: Biology 114. Alternate years, beginning 1982-83.

**336 Ornithology. 4. (Moseley)** In-depth study of evolution, anatomy, physiology, ecology, and behavior of birds as unique vertebrates adapted for flight. Laboratory involves extensive field work in identification of birds in various habitats. Prerequisite: Biology 114.

**337 Plant Physiology. 4. (Fulcher)** Advanced study of physiological processes of plants with particular emphasis on vascular plants. Prerequisites: Biology 115, 213. Offered when demand and scheduling permit.

**340 Psychobiology (Psychology 340). 4. (Ludel).** See page 132.

**341-342 Human Anatomy and Physiology I, II. 4, 4. (Keegan)** Detailed study of the human body including a study of all organ systems, the interrelationships between structure and function,

and the effects of exercise, and the characteristics of a variety of disease conditions. Laboratory study of the anatomy of the body using the cat primarily and selected experiments in circulatory, nerve, muscle, and exercise physiology. Emphasis on the physiological responses of the human body. Designed to meet the special needs of the physical education major: open to other students by departmental approval. Prerequisite: Biology 114. Alternate years, beginning 1983-84.

**343 Sensory Systems (Psychology 343). 4. (Ludel)** See page 132.

**431 Animal Physiology. 4. (Keegan)** The various physiological processes characteristic of living organisms; functioning of the individual organ systems with emphasis on interrelationships between organ systems and functioning of organ systems in the maintenance of homeostasis; selected topics in comparative vertebrate physiology. Laboratory examination of characteristics of muscles, electrical properties of nerve conduction, reflex function, blood and its circulation, respiration, kidney function, and somesthetic sensations. Prerequisites: Biology 114, 213. Alternate years, beginning 1982-83.

**433 Microbiology. 4. (Keegan)** Structure, classification, nutrition, and biochemistry of microorganisms; microbiological causes and treatments of various disease conditions, bacterial genetics, sporulation, and the processes of viral infection. Prerequisites: Biology 213, Chemistry 112.

**434 Biochemistry (Chemistry 434). 4. (Keegan)** Chemical structure and physiological function of the biochemical building blocks of living organisms; correlation of structure and function of proteins, carbohydrates, lipids, and nucleic acids in cells; particular emphasis on mechanisms of synthesis of proteins and nucleic acids. Prerequisites: Biology 213, Chemistry 324.

**438 General Ecology. 4. (Bryden)** Principles of ecology; laboratory and field work emphasizing animals but including factors governing the distribution of both plants and animals. Alternate years, beginning 1982-83.

**443 Genetics. 4. (Bryden)** Study of Mendelian and non-Mendelian genetics; chemical structure of the gene; population genetics and evolution; animal and human materials studied in the laboratory. Alternate years, beginning 1983-84.

**445 Marine Science. 4. (Bryden)** Principles of oceanography and problems of marine biology. A 10-day field trip to a marine biology station included

## BIOLOGY

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in course. Open only to majors with departmental approval. Prerequisite: Biology 332. Alternate years, beginning 1983-84.

**450 Special Topics. 4.** See page 24. Possible topics include Animal Behavior (Moseley), Evolution (Ludel/Keegan), Molecular Genetics (Keegan), Immunology (Keegan), Seminar in Nucleic Acids (Keegan), Entomology (Fulcher). May be offered also at 250 level.

**460 Independent Study. 1-4.** May be offered also at 260 level.

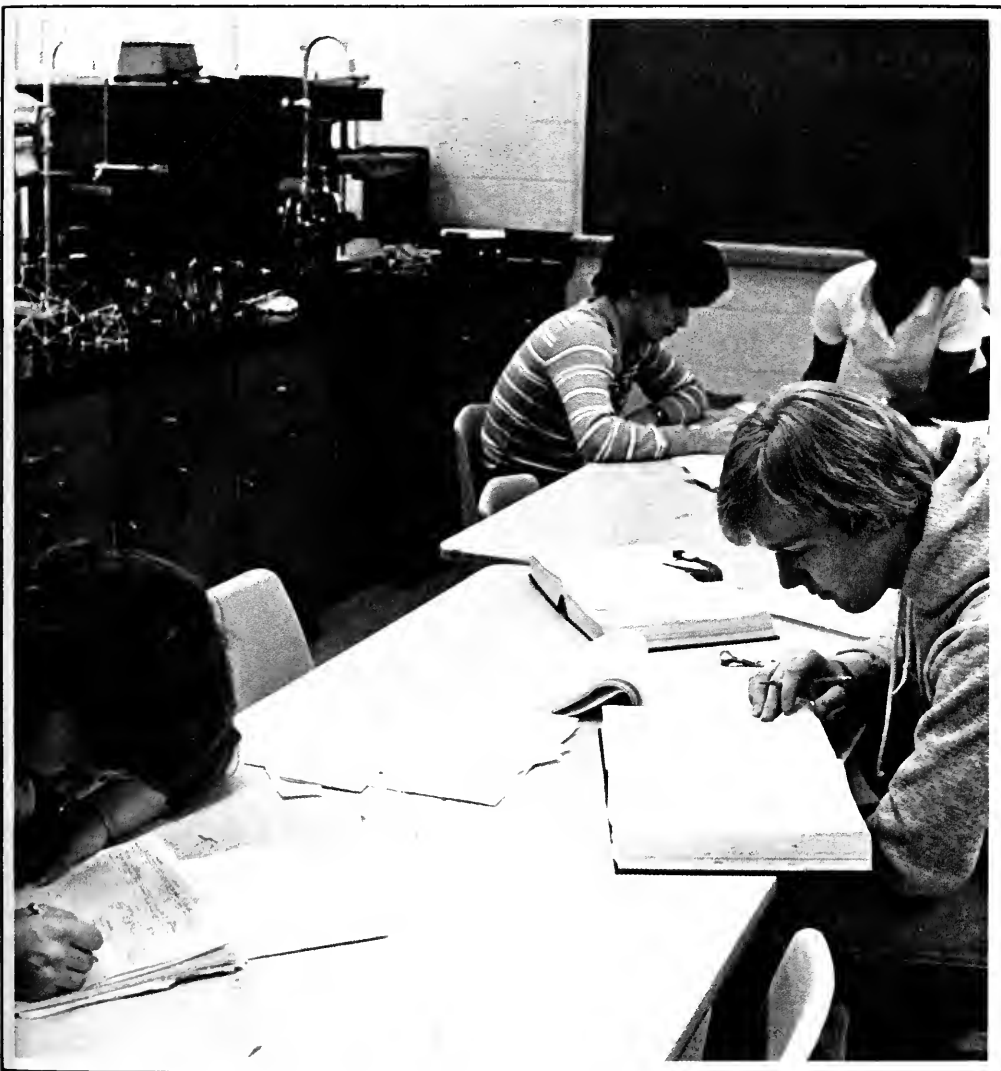
**470 Senior Thesis.** Individual experience in the research techniques of biology and writing of a professional paper.

**490 Departmental Honors.** See page 26.

# Chemistry

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*..gives insights into the chemist's activity and role in society; equips majors with the tools needed for graduate work, teaching, or industry; and provides those going into allied science and health fields the requisite skills and understanding.*



## CHEMISTRY

*O. Theodore Benfey, Dana Professor of Chemistry and History of Science, Chair  
David F. MacInnes Jr., Associate Professor*

The chemistry department seeks to serve students having many interests. Its courses endeavor to give insights into the chemist's activity and role in society; to equip majors with the tools needed for graduate work, teaching, or industry; and to provide those going into allied science and health fields with the requisite skills and understanding. Use of instruments and familiarity with computers are encouraged at all levels.

The major in chemistry includes Chemical Principles I and II, Chemical Analysis, Metals and Metal Complexes, Organic Chemistry I and II, Thermodynamics, Senior Seminar, and one advanced course (Nuclear Chemistry, Chemical Bonding, Biochemistry, or certain other courses offered occasionally at Guilford or at other colleges). Majors are encouraged to carry out an independent study project or to participate in an industrial or government internship at some time during their last two years. Two mathematics courses, including Calculus I, and two physics courses constitute the related field. Additional courses should be taken in these fields as well as in chemistry if the student's plans include graduate study. Languages most useful for chemistry are German, Russian, French, Japanese, and Chinese. Courses in chemistry beyond Chemistry 112 are offered in the evening on a rotating basis to enable continuing education students to complete a chemistry major.

The department offers courses in industrial chemistry and the history of science and technology to satisfy the growing interest of both science majors and non-scientists.

To recognize superior work in chemistry, the department offers an

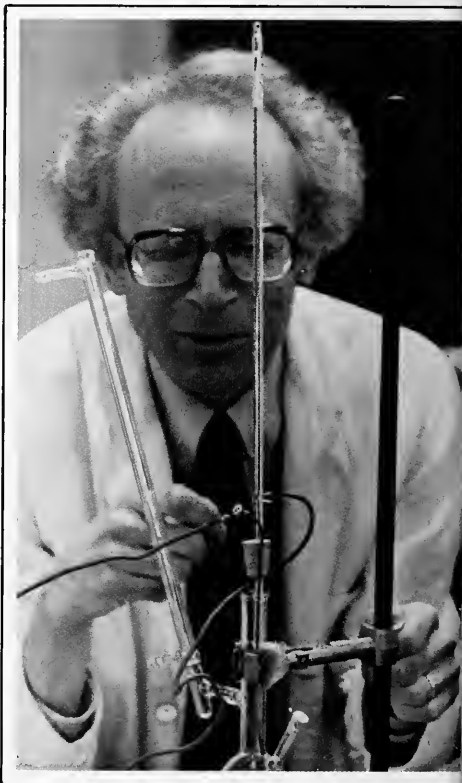
annual prize to the ablest freshman taking chemistry, and the Ljung scholarship to a chemistry major. In addition, it selects its best senior to be given the Outstanding Student Award of the North Carolina Institute of Chemists. The Harvey Ljung Chemistry Lecture is delivered each year by a nationally recognized chemist.

### **111 Chemical Principles I. 4. (Department)**

Basic principles of chemistry, periodicity, bonding and energy relations. Fulfills laboratory science requirement.

### **112 Chemical Principles II. 4. (Department)**

Molecular and ionic equilibria, kinetics and mechanisms, introduction to organic and biochemical systems. Prerequisite: Chemistry 111. Fulfills laboratory science requirement.





**221 Chemical Analysis. 4. (MacInnes)** Quantitative analytical separations and analysis, volumetric and instrumental techniques as applied to environmental studies. Prerequisite: Chemistry 112.

**222 Metals and Metal Complexes. 4. (MacInnes)** The metallic state, metal complexes, stereochemistry, elementary crystallography and spectroscopy. The laboratory centers on metal complexes, their synthesis, structure, properties, and analysis. Prerequisite: Chemistry 221.

**320 Nuclear Chemistry. 4. (MacInnes)** Theory, techniques and instrumentation of radiochemistry, radiation chemistry, and stable isotope effects. Prerequisite: Chemistry 112.

**323-324 Organic Chemistry I, II. 4, 4. (Benfey)** Chemistry of carbon compounds, preparation, sources, uses, and laboratory techniques, including polarimetry, IR, NMR, and gas chromatography. Prerequisite: Chemistry 112.

**335 History of Science. 4. (Benfey)** The development of certain major scientific concepts such as atomism, evolution, and cosmology, from ancient times to the present. Emphasis on interrelationship between scientific ideas and technical knowledge, philosophical presuppositions, and religious beliefs current in the same period. Contrasts between Eastern and Western approaches to science. Prerequisites: sophomore standing, one term history, one term science. Fulfills non-laboratory science

requirement or IDS 401. Not applicable to chemistry major.

**400 Senior Seminar. 2. (Department)** Library work, discussion of recent advances in chemistry. Recent topics include space chemistry, pollution, conductive polymers. Required of majors.

**431 Thermodynamics. 4. (MacInnes)** Classical and statistical thermodynamics, ideal and real gases, liquids and solutions, phases, theories of solutions and equilibrium. Prerequisites: Chemistry 221, two semesters of physics, and at least one semester of calculus.

**432 Chemical Bonding. 4. (MacInnes)** Bonding, quantum mechanics, spectroscopy. Prerequisite: Chemistry 431.

**434 Biochemistry (Biology 434). 4. (Keegan)** See page 73.

**450 Special Topics. 4.** See page 24. Recent courses include The Ocean — Our Future, The Computer. May be offered also at 250 level. Industrial chemistry to be offered 1983-83.

**460 Independent Study. 1-4.** Recent topics include X-Ray Crystallography, Photoredox Chemistry, Alchemy Processes. May be offered also at 260 level.

**490 Departmental Honors.** See page 26.

# Classics

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*Ann F. Deagon, Professor, Director of Classics*

Classics courses involve students in a multilevel study of the languages, literature, history, and culture of the classical world. A fuller awareness of the historical and humanistic heritage of the Western world usually accompanies such study. The interdisciplinary nature of classical studies should contribute to the students' perception of the interrelatedness of various fields of contemporary knowledge and activity.

**230 Classical Civilization. 4. (A. Deagon)**

Examination of types of evidence and varieties of scholarship and imagination used in the attempt to reconstruct the world of Greece and Rome. Attention given to mythology, art, literature, and scientific thought as well as archaeology and history. Fulfills history requirement. Alternate years.

**250 Special Topics. 4.** Recent courses in the Summer Schools Abroad program include The Greek Theater, Life and Work in Athens.

**301 Classical Literature in Translation. 4. (A. Deagon)** Masterpieces from Greek and Roman literature; their relationship to the history and thought of the ancient world. Counts toward humanities requirement. Alternate years.

**302 Classical Mythology. 4. (A. Deagon)** Greek mythology from its primitive origins; its role in the literature, life, and thought of the ancient world; discussion of mythological theories in relation to various disciplines. Counts toward humanities requirement.

**460 Independent Study. 1-4.** Recent topics include Euripides, Homer, Virgil. May be offered also at 260 level.

Classical Languages: Course offerings in classical languages enable the student to fulfill the foreign language requirement through the study of either Greek or Latin 102.

## Greek

**101 Introductory Greek I. 4. (A. Deagon)**

Introduction to Attic Greek based on fifth century authors; sight reading in the New Testament.

**102 Introductory Greek II. 4. (A. Deagon)**

Further study of classical prose and poetry or readings in the New Testament, according to individual interests. Fulfills foreign language requirement.

## Latin

**101 Introductory Latin I. 4. (A. Deagon)**

Introduction to Ciceronian Latin based on the original texts; sight reading in medieval Latin.

**102 Introductory Latin II. 4. (A. Deagon)**

Further study of classical prose and poetry; readings in medieval Latin. Fulfills foreign language requirement.

## Comparative Arts

**301 Comparative Arts I. (Fine Arts). 4.**

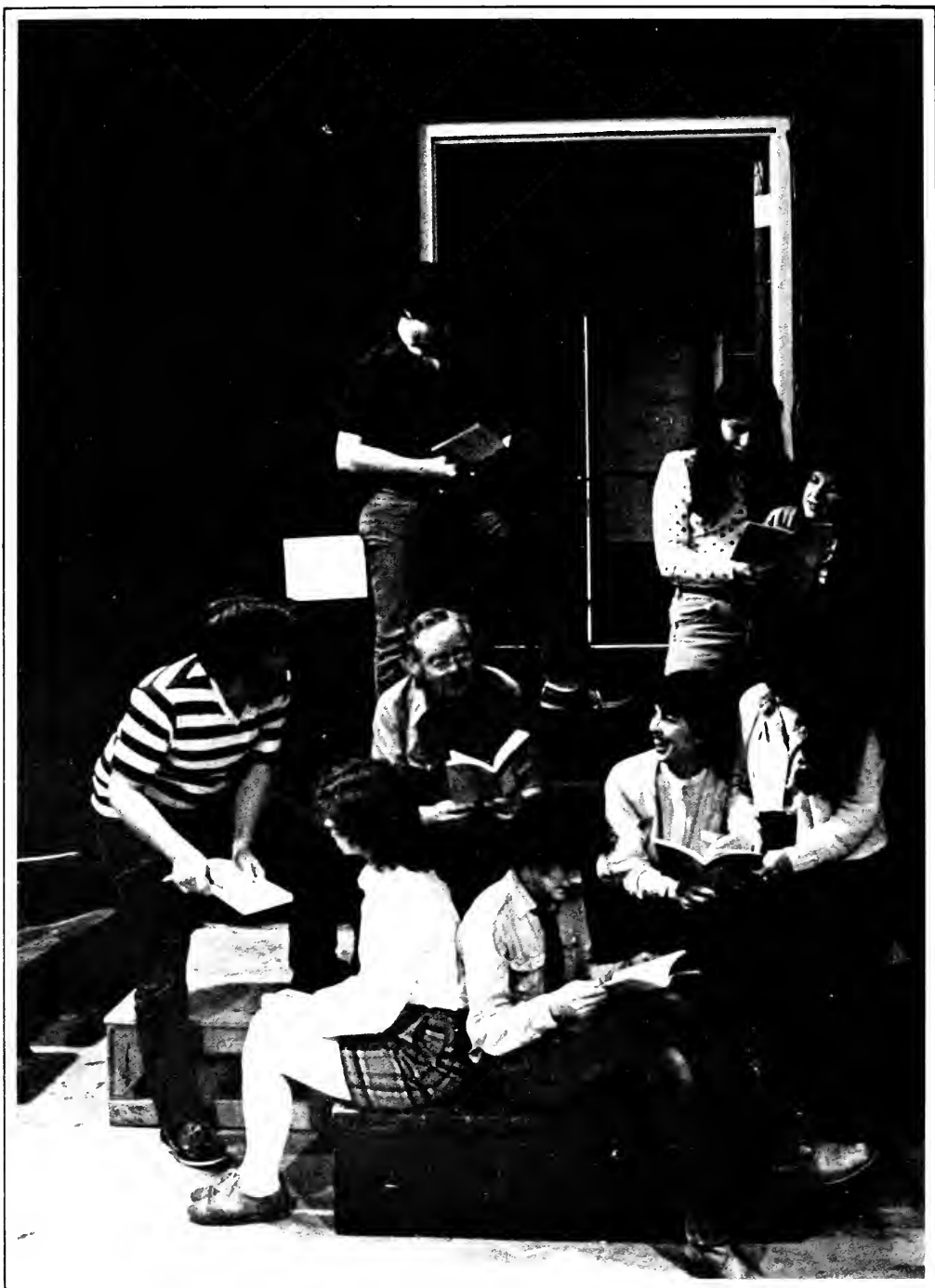
**(Behar)** Focuses on the nuclear materials of painting, literature, and music; their effect on the mode of existence of the various arts and on complete art works; and the validity of analogies between the arts. Fulfills creative arts requirement.

**302 Comparative Arts II. (Fine Arts). 4.**

**(Behar)** The problem of order and spontaneity in art and the relation of artistic perception to political and philosophical systems as exemplified by the shift from neoclassicism to romanticism in Western Europe. Fulfills creative arts requirement.

# Drama and Speech

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Donald D. Deagon, Associate Professor, Chair

The major in drama and speech is designed to give students a sound background in the development of drama as an art form; to deepen their appreciation of its excellence as literature; to give them the technical knowledge necessary to select, stage, and direct plays; and to provide opportunities of personal development through individual and group performance.

A major requires a minimum of eight courses (32 credits), including Development of the Drama, Modern Drama, and one other course in dramatic literature; either Fundamentals of Acting or Principles of Directing; either Play Production or Theater Craft; and the Theater Practice I, II, III, and IV sequence. Other major courses are elective within the department through counseling, according to the student's interest. Special projects and thesis productions are encouraged.

Although involvement in departmental productions is not limited to drama students, participation is required of majors to provide practical experience in performance, design construction, and management. Stage facilities are available in Sternberger Auditorium as well as Dana Auditorium.

With departmental approval, credit toward the major may be earned in summer theater projects.

**205 Fundamentals of Acting. 4. (D. Deagon)** Basic acting techniques; diction, projection, and body movement; character analysis and characterization; studio and public performance. Fulfills creative arts requirement.

**207 Play Production. 4. (Department)** Practical survey of all aspects of theatrical production; consideration of problems in scenery, lighting, costuming, make-up, publicity, box office, and house management; practical experience through work on college productions. Minimum of 24 hours of laboratory work required.

**208 Theater Craft. 4. (Department)** Theoretical and practical aspects of set design and technical theater; stage carpentry, scene painting, electricity and lighting. Term project and a minimum of 24 hours of laboratory work required. Prerequisite: Drama 207 or consent of instructor.

**210 Introduction to the Theater. 4. (D. Deagon)** Survey of theatrical arts. An historical approach through the present and a study of modern practitioners. Designed to enhance appreciation of theater as an art form. Fulfills creative arts requirement.

**221 Theater Practice I. Stage Management. 1. (Department)** Practical and theoretical work in stage management. Stage manage major and minor productions. Final report.

**222 Theater Practice II. Theater Management. 1. (Department)** Practical work and study in theater management. Manage box office for major and minor productions. Final report.

**223 Theater Practice III. Property Management. 1. (Department)** Study and practice in design, collection, and construction of stage properties. Manage properties for semester production. Final report or design project.

**224 Theater Practice IV. Theater Publicity. 1. (Department)** Practical work and study in theater publicity. Design and execute publicity for semester production. Final report.

**280 Shakespeare (English 280). 4.** See page 93.

**300 Asian Drama. 4. (D. Deagon)** Comparative study of stage conventions, theater history, and dramatic literature of Japan, China, India, and other Asian areas; theater as an expression of historical and cultural influences, comparison with Western conventions. Fulfills intercultural requirement.

**306 Principles of Directing. 4. (D. Deagon)** Role of the director as creative interpreter in staging, blocking, timing, character building, and dramatic focus; practical investigation of historical and contemporary styles; student direction of scenes and short plays for studio and public performance.

**307 Development of Drama. 4. (D. Deagon)** Classical drama of Greece, Spain, France, Germany, and Russia; social and intellectual background; history of the Western theater; structural and thematic analysis. Counts toward humanities requirement. Alternate years, beginning 1983-84.

## DRAMA AND SPEECH

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**308 Modern Drama. 4. (D. Deagon)** Modern European and American drama from Ibsen to the present; history of the modern theater; social, psychological, and philosophical influences on contemporary theater. Counts toward humanities requirement. Alternate years, beginning 1983-84.

**410 Advanced Acting. 4. (D. Deagon)** Advanced work in role analysis, characterization, diction, and body movement in the framework of historical periods and theatrical styles. Studio and public performance. Prerequisite: Drama 205. Alternate years, beginning 1982-83.

**450 Special Topics. 4.** See page 24. Recent offerings include Improvisation, Mime, Make-up. May be offered also at 250 level.

**460 Independent Study. 1-4.** Independent research or directed study for exceptional students during their junior and senior years in areas such as publicity, stage lighting, stage design. Only one independent study course is acceptable as a part of the major requirements. May be offered also at 260 level.

**470 Senior Thesis. 4.**

**490 Departmental Honors.** See page 26.

## Speech

**100 Public Speaking. 4. (D. Deagon)** Intensive practice in techniques of effective public address; researching and composition of speeches; individual speech problems. Minimum of eight speeches required. Not applicable to drama major.

**200 Oral interpretation. 4. (D. Deagon)** Study and practice of techniques of reading poetry and prose aloud; literary analysis and characterization; preparation of solo program; studio and public performance.

# Economics

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*“The purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists.”*

*Joan Robinson*

# ECONOMICS

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*R. Scott Gassler, Assistant Professor, Chair*  
*Carol A. Clark and Robert G. Williams, Assistant Professors*

No one can claim to be an educated person or well-informed citizen without some knowledge and understanding of economic forces in society. Every individual must make many decisions which are economic in nature. Economic problems and policies have an extensive and continuous impact on our lives. Economic growth, inequality, inflation, pollution, energy, population, and other issues shape our world and therefore our lives.

The economics program is designed to make a unique contribution to the student's liberal arts education. By offering both scientific analysis and historical perspective, the department seeks to deepen the student's understanding of the complex economic forces at work in society. Included among these forces are the economic factors influencing the behavior of the consumer, the business firm, and the policies of the government.

The program is designed both for students who wish to learn economics for personal satisfaction and for those who wish to prepare for graduate study in economics or to pursue a career in related professions such as law, business, or government.

Eight courses (32 credits) are required for a major in economics, which must include Principles; Statistics; Micro-Analysis; Macro-Analysis; and three additional junior-senior level courses.

It is highly recommended that students planning graduate study in economics should elect related field courses in calculus, statistics, and computer science.

**200 Economic and Social Development. 4.**  
**(Clark/Williams)** Economic, political, and social determinants of economic development, relations

between industrialized nations and underdeveloped countries. Non-technical course with an interdisciplinary approach. Prerequisites: Economics 221, 222. Fulfills intercultural requirement. Alternate years, beginning 1982-83.

**221 Economic Principles; Macro. 4.**  
**(Department)** Introduction to elementary macroeconomics; study of economic system as a whole, including aggregate demand, aggregate supply, unemployment, inflation, business cycles, banking system, and influence of government policies on macroeconomic activity. Counts toward social science requirement.

**222 Economic Principles: Micro. 4.**  
**(Department)** Introduction to elementary microeconomics; study of the economy from the perspective of its parts, including supply and demand for particular markets, theory of the firm under various types of business environment, theory of consumer behavior, and applications of theory to current issues and problems of the parts of the economic system.

**321 Microeconomic Analysis. 4.**  
**(Clark/Gassler)** Intermediate-level approach to theory of consumer behavior, theory of the firm and market organization, theory of distribution and general equilibrium. Prerequisites: Economics 221, 222.

**322 Macroeconomic Analysis. 4.**  
**(Gassler/Williams)** Intermediate-level approach to explaining the behavior of the macroeconomy including a critical examination of competing theories of inflation, unemployment, and boom and bust cycles. Prerequisites: Economics 221, 222.

**335 Comparative Economic Systems. 4.**  
**(Gassler/Williams)** Similarities and differences in behavior of various economic systems analyzed in light of their underlying economic structures and by using the comparative method. Prerequisites: Economics 221, 222. Fulfills intercultural requirement. Alternate years, beginning 1983-84.

**342 Public Finance and Fiscal Policy. 4.**  
**(Clark/Gassler)** Taxation theory, principles, and applications; national, state, and local finance; cost-benefit analysis; public revenues, expenditures, and debt as instruments of fiscal and social policy. Prerequisites: Economics 221, 222, or permission of instructor.



**344 Environmental and Resource Economics. 4.**

**(Clark/Gassler)** Economic theory in relation to the optimal management of renewable and nonrenewable resources; economic, legal, and policy aspects of current environmental and natural resource problems. Attention to the interaction of biological and socioeconomic systems. Prerequisites: Economics 221, 222, or permission of instructor.

**346 Urban and Regional Economics. 4.**

**(Clark)** Application of economic principles to selected urban and regional issues, *e.g.*, land use and policy, urban and regional growth and development, transportation, housing and discrimination, education, poverty, environment, and employment. Issues in local public finance. Focus on economic and social implication of various policy alternatives. Prerequisites: Economics 221, 222, or permission of instructor.

**432 International Economics. 4. (Williams)**

Systemic approach to international economic relations; theory of international trade and finance; impact of national governments and multinational institutions on the movement of the international economy; and application of international economic theory to current problems of the international economic order. Prerequisites: Economics 221, 222. Alternate years, beginning 1982-83.

**440 Government and Economic Policy. 4.**

**(Department)** Role of government in economic policy and administrative techniques for promoting social objectives; selected problems in economic control, legal regulation, and social welfare. Prerequisites: Economics 221, 222.

**441 Labor Economics. 4. (Clark)**

Origin and development of the labor movement and collective bargaining; evolution of public policy in labor relations; analysis of labor markets and relevant legislation. Prerequisites: Economics 221, 222, or permission of instructor.

**450 Special Topics. 4.**

See page 24. Recent offerings include History of Economic Thought, Econometrics (techniques in economic analysis more advanced than the requirement in Statistical Methods), or courses offered in off-campus seminars or in overseas programs. May be offered also at 250 level.

**460 Independent Study. 1-4.**

Independent research or directed study on a topic of interest to the student. Credit depends on the quality and length of the paper; generally 1 credit would be earned for an acceptable 20-page paper. By

departmental approval. May be offered also at 260 level.

**470 Senior Thesis.** Research and writing of a professional paper. For students of exceptional motivation and ability. By departmental approval.

**490 Departmental Honors.** See page 26.

# Education

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*Wholehearted involvement is the cornerstone of the teacher education program.*

*Patricia N. Schwab, Associate Professor, Chair and Director of Elementary and Special Education*  
*Gwen J. Reddeck, Assistant Professor, Director of Secondary Education*  
*Barbara Dreyer and Kenneth L. Schwab, Assistant Professors*

Wholehearted involvement is the cornerstone of the teacher education program at Guilford College. Education majors begin working with students as soon as they enter the program, putting into practical use the theoretical teaching skills learned in the college classroom. As the students teach, their college class experiences provide a continual atmosphere for understanding, integrating, and applying their field experiences. Double majors are available and encouraged.

The primary goals of the Department of Education are to develop teachers who are well grounded in the liberal arts, knowledgeable in an area of specialization, dedicated to a humanistic methodology of education that represents the Quaker tradition, and skilled in the technological, psychological and sociological aspects of developing an environment conducive to learning.

The four areas in which students may take course work leading to a degree or to certification are:

## **Early Childhood Education:**

Kindergarten-Grade 3. Students in this area are strongly encouraged to concentrate their elective courses in a field of specialization such as social services, reading, children with special learning needs, day care management, science, or creative arts. Students who wish to major in psychology, sociology, or other areas also may be certified in early childhood education.

## **Intermediate Education:** Grades 4-9.

Areas of concentration include English/language arts, social science, mathematics, science, physical education, and earth science.

## **Secondary Education:** Grades 10-12.

Areas of concentration include English, mathematics, biology, social science, history, physical education, physics, chemistry, French, Spanish, earth science, and, through the Consortium, music, art, speech, and drama.

**Special Education:** Learning Disabilities, the Mentally Handicapped, and the Emotionally Handicapped. In cooperation with Greensboro College, under the Greensboro Regional Consortium arrangement, degree programs are offered for teacher training in three areas of special education. Although only one area is required for certification, students are encouraged to seek certification in all three. A number of the major courses must be taken at Greensboro College. Other courses, in psychology and education, are taken at Guilford College; and Guilford's general course requirements must be satisfied. Students interested in such certification should plan their programs carefully with the chairperson, who serves as adviser to special education majors, since many major courses must be taken in a specified sequence. There is little opportunity for elective courses for those students seeking a degree in special education.

Admission to the teacher education program must be requested while the student is enrolled in a beginning course in education. Acceptance is based on grade point average, recommendations, and other pertinent criteria. In addition, each student will be required to pass a General Education Achievement Test and a writing test prior to formal admission to the teacher education program, when such tests are available as approved by the North Carolina State Board of Education. Enrollment in advanced courses is not

## EDUCATION

permitted before admission to the program, and enrollment in the college does not guarantee acceptance into the teacher education program.

Application for student teaching must be made by March 1 of the junior year and must be supported by the department in which the student is majoring. A tuberculin skin test is required by the State Department of Public Instruction before the student actually begins teaching. Student teachers may not take additional credits, participate in a varsity sport in season, nor work part-time.

Students interested in teaching must take Education in America, Developmental Psychology, Educational

Psychology, a course in mathematics or logic (in elementary education particular courses are required), work in the teaching of reading, a methods course, and student teaching. Additional required courses for certification in early childhood or intermediate education include: the Philosophy of Education; the Exceptional Child; United States History; Children's Literature; and Creative Arts, Mathematics/Science, Language Arts/Social Studies, Health/Physical Education in the Elementary School. Early childhood education majors are required to take Anthropology and Early Childhood Education, and intermediate education majors a course in United



States government. Potential elementary teachers must have enrolled in at least three semesters of Seminar in Teaching and potential secondary teachers in one semester before student teaching, or show equivalent experience.

Specific course requirements for the programs are explained in brochures that may be obtained from the education department.

Special activities available for education majors include seminars in teaching, which stress direct involvement of students in a variety of teaching situations; internships; off-campus seminars; and the Association for Creative Education, which students interested in education are encouraged to join and which they may use as a focal point for special events.

**221 Education in America. 4. (Reddeck)** Introduction to study of American education, including philosophical, historical, sociological foundations; role of federal, state, and local governments in education; financing education; research in teacher education and certification; legal rights/privileges of students and teachers.

**236 Philosophy of Education (Philosophy 236). 4.** See page 120.

**291 Sociology of Education. 4. (Johnson)** Emphasis on the interaction of family, school, and community on the school child; influences of race and class.

**320 Creative Arts in the Elementary School. 4. (Dreyer)** Development of creative experiences for young children with emphasis on art, music, and drama.

**321 Language Arts and Social Studies in the Elementary School. 4. (Dreyer)** Comparison of current methods and materials; exploration of content and instructional strategies through practical experiences in the classroom.

**322 Mathematics and Science in the Elementary School. 4. (Dreyer)** Evaluation of current objectives, content, methods and materials. Development of sequential learning experiences, problem solving techniques, and instructional strategies through practical experience in the classroom.

**345 Health and Physical Education for the Elementary School. 4. (Clark)** Study of methods and materials for effective teaching of health and movement activities. Practical school experience.

**360 Seminar in Teaching. 1. (P. Schwab)** Direct involvement in a variety of teaching situations; teaching strategies and individual research related to off-campus experiences discussed in seminars and individual conferences. Pass/fail grading.

**366 Diagnostic and Prescriptive Teaching of Reading. 4. (P. Schwab)** Principles and practices of a balanced program in reading, with emphasis on fundamentals of reading, word recognition, comprehension, rate, study skills. Stress on diagnostic and prescriptive techniques with children.

**367 Reading in Content Areas. 4. (P. Schwab)** Emphasis on study skills, reading methods, materials, strategies, diagnostic and prescriptive techniques used in working with students.

**391 Early Childhood Education. 4. (Dreyer)** Philosophies and principles, teaching strategies, materials and methods for personalizing instruction in a child-centered environment; focus on the child from infancy through age 8. Counts toward social science requirement.

**410 Materials and Methods in the Elementary School. 4. (P. Schwab)** Integrated with student teaching (Education 440). Emphasis on appropriate materials and methods for K-3 level (Education 410K) and 4-9 level (Education 410I).

**420 Materials and Methods in the Secondary School. 4. (Reddeck)** Organization of teaching materials, techniques of instruction, classroom organization and management.

**440 Observation and Directed Teaching. 12. (Reddeck/P. Schwab)** Observation and directed teaching in area of certification, supervised by the public school's cooperating teacher and college personnel. Prerequisites: senior standing and completion of most major courses. Pass/fail grading.

**450 Special Topics. 4.** See page 24. Recent topics include Communication Skills in Deaf Education, Education for Social Responsibility. May be offered also at 250 level.

**460 Independent Study and Research. 1-4.** Recent topics include Education of the Disadvantaged, Special Projects in Reading. May be offered also at 260 level.



Ellen J. O'Brien, Assistant Professor, Chair  
 Elizabeth B. Keiser, Professor  
 Rudolph S. Behar, Carter P. Delafield, James B. Gutsell, Richard M. Morton,  
 and Samuel Schuman, Associate Professors  
 Jane Bengel and Lee Johnson, Assistant Professors  
 Rebecca DeHaven and Claire Helgeson, Part-Time Lecturers

The English department views the study of literary works as a creative activity in which students and faculty together examine the many ways artists use language to present reality. Such a study focuses on the unique forms developed by men and women to define the human condition and on the literary artist as spokesman for and critic of society's most serious concerns.

The program has sufficient flexibility to meet the needs of students who already have a professional commitment to literature as well as of those who are seeking the stimulation and challenges of a broadly conceived humanistic education. As they learn to read thoughtfully and to write clearly, to analyze and also to evaluate human dilemmas, students come to a deeper understanding of themselves, their fellows, and their world.

Eight courses above English 150-151 are required for the English major; students may choose to take more than the eight-course minimum. To insure that majors study in a reasonably diversified program, each student will be asked to complete at least six courses in six of the following study areas: Medieval; Renaissance; British Restoration and 18th Century; British Romantic; Victorian; Pre-Civil War American; Post-Civil War American; Modern British and American. At least one of these six courses should be a cross-period course such as British Literature I or II, American Literature or Development of the Novel. In addition to these six courses, the two remaining courses of the eight required for the major may be chosen from any of the courses

listed under English.

Courses numbered 200-299 are conducted at the sophomore level and assume completion of English 150 or a strong high school background; courses numbered 300-399 assume previous work at the sophomore level; courses numbered 400-499 are designed for seniors with experience in literature beyond the sophomore level.

The courses numbered 224-370 are taught at least once every four semesters. Another more flexible group of offerings is provided under 250 and 450 (Special Topics), a program that responds to changing faculty and student literary interests. An Independent Study course or Senior Thesis may provide the culminating experience for the senior major.

The department normally limits students to one Independent Study project among the eight courses in the major and recommends that it not be undertaken until late in the junior or during the senior year. Majors may engage in additional independent study on an elective basis, and occasionally the one-course limitation is waived.

Each major is expected to define his/her own related field, providing a written rationale for the choices. Classics, history, religion, philosophy, and psychology are the areas usually recommended for related study, but certain courses in the sciences may be just as rewarding. Another option is a minor field, such as management, which offers no direct connection to the major but works well in combination with it as a

## ENGLISH

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preparation for careers in business or administration. Students interested in pre-professional study often take a double major in English and another discipline. Those with a strong interest in a particular area of literature may choose courses related to that area; for instance, a study of modern literature might be enhanced by courses in modern philosophy, art, religion, and physics. Creative writing courses, while offered through the English department, are considered related field courses. The offerings in creative writing are limited, but students with serious professional interests may develop more comprehensive programs through independent study and consortium programs. A new concentration in communications is being discussed currently.

Students interested in teaching qualify for a secondary school certificate by taking courses in education and psychology in addition to their courses in English.

English majors who show exceptional ability are encouraged to work for departmental honors in their senior year. Besides general college requirements, described on page 26, the English department expects the student to produce a significant critical paper, or series of related critical papers, on a major literary topic and to pass an oral examination related to this topic. Students work for departmental honors in Independent Study courses or a Senior Thesis, or both.

The Leora Sherrill O'Callaghan Scholarship is given annually to a rising senior who has excelled in English.

**106 Developmental Reading. 2. (DeHaven)** Emphasis on vocabulary development, study skills, effective comprehension and interpretation; methodology of skimming and analytical reading. Pass/fail grading.

**110 Basic Composition. 4. (Helgeson/Staff)**

Practice in writing paragraphs and short papers through analysis of sentence structure and paragraph construction; readings coordinated with writing assignments. Specific writing problems handled in individual conferences and class discussions.

### **150 Composition and Literature I. 4.**

**(Department/Staff)** Discussion of and practice in composition with analysis of related readings. Texts and specific approach to writing indicated in instructors' course descriptions available at registration. Normally required fall semester of freshman year. Counts toward English requirement.

### **151 Composition and Literature II. 4.**

**(Department/Staff)** Discussion of and practice in composition at a more advanced level based on readings in major literary works. Special sections for Honors and for transfer students. Normally required spring semester of freshman year. Counts toward English requirement.

**210 Creative Writing. 4. (A. Deagon)** Writing workshop course; student work criticized in class and in individual conferences; class discussions of literature and general literary principles. Usually alternates between a concentration on poetry (1983-84) and on prose fiction (1982-83). Fulfills creative arts requirement.

**222 African Literature. 4. (Gutsell)** Works of contemporary African writers present the evolving development of Africa from pre-colonial to current situations, its geography and cultural history. Fulfills intercultural requirements. Alternate years, beginning 1983-84.

### **224 American Literature Survey. 4.**

**(Morton/O'Brien)** The American mind in literature from the Puritans to the present. Counts toward cross-period requirement for majors and humanities requirement. Alternate years, beginning 1982-83.

**233 British Literature I. 4. (E. Keiser)** Intensive study of representative works and survey of issues from Anglo-Saxon period through the 18th century. Counts toward cross-period requirement for majors and humanities requirement.

**234 British Literature II. 4. (Behar/E. Keiser)** Intensive study of major literary figures and changing forms from the romantic period to the present. Counts toward cross-period requirement for majors and humanities requirement.

**240 Development of the Novel. 4. (Bengel)** The novel from its origins in 18th century to the



present. Counts toward cross-period requirement for majors. Alternate years, beginning 1983-84.

**245 Southern Literature. 4. (Morton)** Readings in themes of Southern American literature, emphasizing the Southern literary renaissance, but turning attention also upon some of the historical and social backgrounds of that flowering. Alternate years, beginning 1983-84.

**255 The Russian Novel. 4. (Behar)** Readings in the great novels of the thaw, Gogol, Turgenev, Dostoevsky, Tolstoy, and others. Counts toward humanities requirement. Alternate years, beginning 1983-84.

**280 Shakespeare (Drama 280). 4. (Gutsell/Department)** Concentrates on drama, but may include non-dramatic works and plays by contemporaries. Approach and works covered vary from year to year. Counts toward humanities requirement.

**300 Modern Poetry. 4. (E. Keiser)** British and American poetry since 1900; forms, techniques, themes; intensive study of major figures such as Yeats, Eliot, Frost, and Stevens. Alternate years, beginning 1982-83.

**301 Modern Fiction. 4. (Delafield)** Significant 20th-century works, mainly British and American; such writers as Lawrence, Forster, Joyce, Faulkner, or more contemporary figures such as Durrell, Grass, Bellow, Barth, according to interests of students and instructor. Alternate years, beginning 1983-84.

**305 American Romanticism. 4. (Morton/O'Brien)** Literary study focusing on such major figures as Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman. Alternate years, beginning 1982-83.

**307 British Romantic Literature. 4. (Behar)** Romanticism, its development, intellectual concerns, and literary forms, as seen in the writings of authors such as Blake, Wordsworth, and Coleridge, Byron, Shelley, and Keats. Alternate years, beginning 1982-83.

**310 Victorian Literature. 4. (Bengel)** Questions, doubts, and problems of emerging modern society as seen through examination of major writers including Tennyson, Browning, Arnold, Rosetti, Dickens, Eliot, Thackeray, and Hardy. Alternate years, beginning 1982-83.

**315 Realism in American Literature. 4. (Morton/O'Brien)** Study focusing on such figures as Dickinson, Twain, James, Howells, Crane, and

Dreiser. Alternate years, beginning 1983-84.

**330 Neo-Classicism. 4. (Delafield)** Study of the major social and moral concerns of the Restoration and 18th century and of the major literary forms (satire, formal ode, comedy of manners, realistic novel, periodical essay), as seen in the writing of Dryden, Defoe, Swift, Pope, Sheridan, Fielding, Johnson, and others. Alternate years, beginning 1982-83.

**340 Milton and His Age. 4. (Behar)** Major poetry and prose of John Milton and works of some of his contemporaries, considered in relationship to the history and thought of the 17th century. Alternate years, beginning 1982-83.

**344 Children's Literature. 4. (Delafield)** Introduction to classics of children's literature and their uses in the elementary school; extensive reading, reports, and writing of stories and poetry for children. Counts toward humanities requirement. Alternate years, beginning 1983-84.

**360 Renaissance Literature. 4. (Gutsell)** Major themes and forms of Renaissance prose, poetry, and drama, as exemplified in Spenser, Sidney, Shakespeare, Donne, Marlowe and others. Alternate years, beginning 1982-83.

**366 Critical Perspectives. 4. (Department)** Seminar for junior and senior English majors to give an overview of critical theories involved in the study of literature, using a primary work (a novel, a play, a group of poems) as a focus and springboard for the discussion of theory. Final project (which may lead to a thesis) to connect the student's own personal literary interests with an understanding of the theory behind an act of criticism.

**370 Chaucer and His Age. 4. (E. Keiser)** *The Canterbury Tales*, selections from Chaucer's other works, and additional writings of the late Middle Ages. Alternate years, beginning 1983-84.

**450 Special Topics. 4.** See page 24. May be offered also at 250 level. Possible topics include: Literature of War; Dream, Vision, and Romance; Women in American Literature; Comparative Arts I, II. See page 79.

**460 Independent Study. 1-4.** Work may apply toward departmental honors if prior arrangement is made by student. May be offered also at 260 level.

**470 Senior Thesis.** Credit variable. Work may apply toward departmental honors if prior arrangement is made by student.

# Foreign Languages

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*The study of language: an instrument of international understanding.*

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*James P. Mc Nab, Dana Professor of French, Chair*  
*Maritza B. Almeida, Associate Professor of Spanish*  
*Claude T. Chauvigne, Associate Professor of French*  
*Ligia D. Hunt, Assistant Professor of Spanish*  
*Kim Vivian, Assistant Professor of Foreign Languages*

Guilford College's Quaker heritage has assured a continuing interest in the study of language as an instrument of international understanding. Courses are offered in French, German, Greek, Latin, and Spanish. Italian is available through the regional consortium. Full college credit is awarded for all beginning language courses.

Entering students may take a placement test to determine their level in a previously studied language. Students who place in 101 and students who wish to begin the study of a new language must take both the 101 and 102 courses to meet the foreign language requirement. Students placing above 101 must go directly to 110. Completion of 110 also satisfies the foreign language requirement. Students who place above the 110 level may, of course, take courses of a higher level, although the foreign language requirement will have been met. Intermediate (210) — or equivalent experience — is a normal prerequisite to higher-numbered courses.

The department offers majors in French and Spanish. A major consists of eight courses (32 credits) including Intermediate (210) and above. Students majoring in one foreign language are encouraged to take at least two courses in another foreign language. All majors are strongly encouraged to study abroad with an appropriate Guilford program before graduating. The Senior Tutorial is required of all language majors. A major in German is available in cooperation with the University of North Carolina at Greensboro.

Foreign language majors may choose a

related field in order to consolidate and complement their major field of study or to enhance career opportunities. Majors in many other disciplines will find a related field in a foreign language — 4 courses (16 credits) at Intermediate (210) level and above — of immense value in the pursuit of a career.

### FRENCH

**101 Introductory French I. 4.** Introduction to understanding, speaking, reading, and writing French. Laboratory required.

**102 Introductory French II. 4.** Continuation of 101. Four language skills and selected readings. Fulfills foreign language requirement. Prerequisite: French 101.

**110 Basic French. 4.** Grammar review, selected readings, and conversation with emphasis on pronunciation. Laboratory required. Fulfills foreign language requirement. Prerequisite: Placement.

**210 Intermediate French. 4.** Selected readings in French and further development of conversational skill. Laboratory required.

**301 French Conversation and Composition. 4.** Thorough study of French grammar and the elements of phonics; intensive practice in original composition and topical conversation. Laboratory required. Alternate years, beginning 1983-84.

**311-312 Survey of French Literature I, II. 4, 4.** Survey of the major French writers from the Middle Ages to the present. Either course counts toward humanities requirement. Alternate years, beginning 1982-83.

**321 French Civilization. 4.** Studies in the background of French life and culture; outstanding contributions of France to world civilization. Alternate years, beginning 1983-84.

**400 Senior Tutorial. 4.** Review and synthesis, on

## FOREIGN LANGUAGES

individual basis or in small group, of student's foreign language education. Required of, and open only to, foreign language graduating seniors.

### **442 Seventeenth-Century French Literature.**

4. Representative writers in all genres. Analysis of the Baroque, Mannerism, and Classicism. Counts toward humanities requirement. Alternate years, beginning 1982-83.

### **445 Eighteenth-Century French Literature.**

4. French literature of the Age of Enlightenment, with emphasis on Montesquieu, Voltaire, Rousseau, and Diderot. Counts toward humanities requirement. Alternate years, beginning 1982-83.

### **446 Nineteenth-Century French Literature.**

4. Representative writers in all genres. From Pre-Romanticism to Naturalism, Symbolism, and the Decadents. Counts toward humanities requirement. Alternate years, beginning 1983-84.

### **447 Twentieth-Century French Literature.**

4. Representative writers in all genres. From the "Belle époque" to the contemporary literary scene. Counts toward humanities requirement. Alternate years, beginning 1983-84.

**450 Special Topics.** 4. See page 24. May be offered also at 250 level.

**460 Independent Study.** 1-4. May be offered also at 260 level.

**490 Departmental Honors.** See page 26.

## GERMAN

**101 Introductory German I.** 4. Introduction to the language through oral and aural training, basic grammar concepts, simple reading and writing. Laboratory required.

**102 Introductory German II.** 4. Continuation of 101. Four language skills and selected readings. Fulfills foreign language requirement. Prerequisite: German 101.

**110 Basic German.** 4. Reading of selected material, oral and aural practice, writing and grammar review. Laboratory required. Fulfills foreign language requirement. Prerequisite: Placement.

**210 Intermediate German.** 4. Readings in German literature, oral and aural practice, grammar review as needed.

**311-312 Survey of German Literature I, II.** 4,

4. Survey of major writers in the German language from the Middle Ages to the present. Either course counts toward humanities requirement. Offered on demand.

**321 German Civilization.** 4. Studies of the life and customs of the people in the main areas where German is the native language: West and East Germany, Austria, and Switzerland. Offered on demand.

**330 Readings in Special Fields.** 4. Developing skill in translating German from the student's major field of interest, such as science or religion. Offered on demand.

**333-334 Advanced Conversation and Composition I, II.** 4, 4. Finer points of grammar; intensive work in conversation and composition. Offered on demand.

**400 Senior Tutorial.** 4. Review and synthesis, or individual basis or in small group, of student's foreign language education. Required of and open only to foreign language graduating seniors.

**450 Special Topics.** 4. See page 24. May be offered also at 250 level.

**460 Independent Study.** 1-4. May be offered also at 260 level.

**490 Departmental Honors.** See page 26.

## SPANISH

**101 Introductory Spanish I.** 4. Introductory course in Spanish with emphasis on oral and aural skills; reading and writing introduced, employing cultural materials. Laboratory required.

**102 Introductory Spanish II.** 4. Continuation of 101. Four language skills and selected readings. Fulfills foreign language requirement. Prerequisite: Spanish 101.

**110 Basic Spanish.** 4. Selected graded readings and development of oral and aural skills. Grammar study as needed. Laboratory required. Fulfills foreign language requirement. Prerequisite: Placement.

**210 Intermediate Spanish.** 4. Selected readings in Spanish and Latin American literature; further development of speaking skills. Laboratory required.

**241-242 Advanced Conversation and Composition I, II.** 4, 4. Finer points of grammar in conjunction with composition and daily practice in conversation.

**411 Medieval and Renaissance Literature. 4.** Spanish literature from *El Cid* to the Golden Age; consideration of how the literature reflects changing elements within government, church, society, and the individual. Counts toward humanities requirement.

**412 Spanish Literature from the 18th Century to the Present. 4.** Selected readings from the early romanticists to the Generation of '98 and early 20th-century authors; Spanish novels read independently. Counts toward humanities requirement. Offered on demand.

**415 Spanish American Literature. 4.** Study of major poets such as Pablo Neruda and Gabriela Mistral, both Nobel Prize winners, and other writers including Jorge Luis Borges, Gabriel Garcia Marquez, and Mario Vargas Llosa. Major focus not on the novel, but on poetry, short stories and plays.

**421 Spanish Civilization. 4.** General approach to Spanish civilization from its beginnings to the present. Conducted in Spanish. Offered on demand.

**422 Latin American Civilization. 4.** Ibero-American cultural history and contemporary patterns of life; readings, discussions, lectures, slides. Conducted in Spanish.

**440 Senior Tutorial. 4.** Review and synthesis, on individual basis or in small group, of student's foreign language education. Required of, and open only to, foreign language graduating seniors.

**442 Cervantes. 4.** Study of *Don Quixote* and the *Novelas Ejemplares*, with appropriate critical readings. Counts toward humanities requirement. Offered on demand.

**446 The Spanish American Novel. 4.** Historical and critical study of some of the major representative novels of Latin America. Special emphasis on the development of this genre, with attention to the customs and philosophy of the people as reflected in the novels. Counts toward humanities requirement.

**447 The Mexican Novel. 4.** Examination of representative novels emphasizing their reflection of the nation's search for identity. Counts toward humanities requirement. Offered on demand.

**450 Special Topics. 4.** See page 24. May be offered also at 250 level.

**460 Independent Study. 1-4.** May be offered also at 260 level.

**490 Departmental Honors.** See page 26.

## SPECIAL TOPICS

**FL-450 Special Topics in Foreign Language. 4.** Topics include Language for Foreign Travel, Linguistics. May be offered also at 250 level.

# Geology and Earth Science

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*...a firsthand experience at Guilford College.*



Charles C. Almy Jr., Associate Professor, Chair  
 Cyril H. Harvey, Professor of Interdisciplinary Studies, Geology and Earth Sciences  
 Jay Van Tassell, Assistant Professor of Geology

Vertical walls, descending into the bowl-like glacial cirque, were rasped out of rocky ice gone only 10,000 years.

Static Peak,  
 Grand Tetons, Wyoming

The cypress seed, sprouting in a stump of the same species, is growing rooted in wood exposed by erosion in the Neuse river estuary after 2,000,000 years of burial.

Flanner's Beach,  
 Coastal North Carolina

The sea waves, moving sand along the shore past colonial outposts only now waning under the influence of tourism, endanger the settlements of Kitty Hawk, Pags Head, Rodanthe, Hatteras, and Ocracoke with persistent erosion.

Outer Banks, North Carolina

Night hawks, sweeping the sky at twilight, arouse the certainty that the spirits present in the great Kiva of Casa Rinconada 700 years ago are not yet gone.

Chaco Canyon, New Mexico

Geology, the study of the earth, is a first-hand experience at Guilford College. Each of the statements above describes one of the varied student experiences that are a regular part of the flexible "hands-on" program in the department of geology and earth science.

The program is centered around a core of courses which establish a firm academic foundation in geology as a science. In turn, this foundation serves as a springboard to graduate study, professional geology, teaching, environmental science, creative writing, law, anthropology and geography. Each of these areas is currently or has been

recently the professional goal of students in the department. Such goals can be realized by working in programs now available at Guilford or accessible through consortium arrangements with other colleges and universities in Greensboro.

Two degrees are available. The Bachelor of Science focuses on geology as a professional discipline and is oriented toward graduate study; the Bachelor of Arts degree permits greater freedom in choosing a broad range of introductory science courses for those interested in earth science teaching, museum science, writing in the natural sciences, or other similar fields. In each case, requirements for the major include the completion of an introductory course sequence, a core of four upper-level courses in geology, and a selection of two additional courses from those specified by the department. Course work in the related fields of chemistry, mathematics, physics, and biology is also required.

Physical Geology and Historical Geology are normally taken as an introduction to the geology major. Additionally, courses in the major required for both degrees are Mineralogy, Petrology, Structural Geology, and Paleontology.

For the Bachelor of Science, two additional courses must be selected from Geomorphology, Stratigraphy, Sedimentation, Crust of the Earth, and Senior Thesis. Summer field-camp (typically a six-credit, six-week course) must be taken at a recognized institution, normally upon completion of Petrology and Structural Geology. Included in the related-field requirements for the Bachelor of Science degree are one year of introductory chemistry, one year of

## GEOLOGY AND EARTH SCIENCE

calculus (calculus-based statistics may be substituted for the second semester of calculus), and one year of introductory laboratory courses in physics.

For the Bachelor of Arts, any two science courses (one of which must have a laboratory) approved by the department must be taken. Related-field requirements for the Bachelor of Arts include one year of chemistry, Elementary Inferential Statistics, Elementary Functions, General Physics I, and either General Physics II or a course in biology (such as Field Botany) approved by the department.

The Senior Thesis (Geology 470 or 490) is recommended for students interested in independent research with one or more of the faculty, and the thesis is accepted as one of the departmental electives. The work involved must be original, and the final thesis is subjected to rigorous review before acceptance. The Senior Thesis with Honors (Geology 490) is required of those who wish to graduate with departmental honors. Both senior thesis courses are open to candidates for either degree.

Substitution of courses in either of the programs is permitted only if the course requested is at an equivalent level and meets a specific need in the student's program. The summer course Seminars West is strongly recommended for both B.S. and A.B. degree candidates.

Field courses such as Seminars West and Off-Campus Seminars in geology in Puerto Rico and the North Carolina mountains or at the coast involve a great deal of camping, hiking, and geologic field experience at several levels of scientific sophistication. The geologic development of each of these areas is studied; and the history, geography, anthropology, and environmental impact of mankind upon the region also are considered.

The department supports the interdisciplinary concentrations in Environmental Studies (see page 16) and

History of Science (see page 16).

A faculty with a combined total of 17 years of industrial experience and 30 years of service in college teaching is readily available, not only for course work but also for extensive counseling. All are broadly educated in science; all have taught across the boundaries between science and the humanities; and all are intensely interested in the economic and social context of geological work.

### **111 Physical Geography. 4. (Department)**

Patterns in the natural system, especially spatial ones: location of man on earth and earth in space; energy flow in the natural system; climates; development of landforms and soils; distribution of man and the natural resources on which men are dependent. Fulfills non-laboratory science requirement. Offered on demand.

**121 Physical Geology. 4. (Almy)** Materials of the earth and processes acting on them, both at the surface and within: nature of continents and oceans; continental drift, erosion and weathering, rocks and minerals, mapping; consideration of the earth as a physico-chemical system and man's part in that system. Fulfills laboratory science requirement.

### **122 Historical Geology. 4. (Almy/Harvey)**

Historical account of discovery of geologic time and development of the theory of evolution; origin and development of the earth; geologic history of North America — both life and lands. Emphasis in laboratory on interpretation of earth history and applications of methods in making such interpretations through use of the Quaker Quadrangle. Fulfills laboratory science requirement.

### **131 Environmental Geology. 4. (Van Tassell)**

Consideration of geologic processes and geographic principles at the earth's surface to serve as a background for studying man and human activities as a part of the earth system; development of a basis for judging the balance between man's contribution to environmental disruption and the need further to develop earth resources for continued existence. Fulfills laboratory science requirement.

### **211 Mineralogy. 4. (Van Tassell)**

Crystallography, physical and chemical mineralogy; introduction to the petrographic microscope, crystal structure, x-ray analysis, gemology, and economic uses of minerals. Prerequisite: Chemistry 111, concurrent registration, or permission of instructor.



**212 Petrology. 4. (Van Tassell)** Description, classification, origin, and evolution of igneous, metamorphic, and sedimentary rocks; mineral composition, texture, and field occurrence; concepts of chemical reactions, stability, and equilibrium; study of rock classes in thin section. Prerequisite: Geology 211 or permission of instructor.

**224 Economic Geography. 4. (Department)** Analysis of world economic activity based upon spatial factors and its relationship with patterns of agriculture, manufacturing, distribution, production, and utilization of basic commodities. Offered on demand.

**40 Seminars West. 4. (Almy/Harvey/Van Tassell)** Five-week summer course, including four weeks of camping and hiking, to study the American West. Emphasis on geologic processes of mountain building and erosion and their impact on man — history, prehistory, environment, literature, and art. Trips alternate each year between the Southwest Grand Canyon, Mesa Verde) and the Central Rockies of Montana and Wyoming (Yellowstone, Grand Tetons). Fulfills laboratory science requirement.

**241 Off-Campus Seminars in Geology. 1. (Department)** Five- to 10-day camping trips to investigate the mountains of North Carolina or the geology of the North Carolina coast. May be repeated with different content. Generally pass/fail grading.

**322 Energy and Natural Resources. 4. (Department)** Analysis of problems posed by interaction of conventional economics growth with limited natural resources; evaluation of potential contribution of various alternative energy sources to the national and world energy budget; review of distribution and abundance of mineral resources. Fulfills non-laboratory science requirement.

**335 Structural Geology. 4. (Almy/Harvey)** Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons, and the structural features found in igneous, metamorphic, and sedimentary rocks; introduction to geophysical methods; discussions of problems in global tectonics, such as mountain building and continental drift. Prerequisites: two laboratory courses in geology, competence in trigonometry (or Mathematics 115) or permission of instructor.



## GEOLOGY AND EARTH SCIENCE

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**336 Geomorphology. 4. (Harvey)** Study of landforms and the processes involved in their formation, especially the investigation of fluvial and arid geomorphic cycles, coastline development, and theories of landscape evolution. Prerequisites: Geology 121, one other geology laboratory course or permission of instructor. Alternate years, beginning 1982-83.

**340 Sedimentation. 4. (Van Tassell)** Quantitative study, in the laboratory and field, of the physics and chemistry of sedimentary processes; comparisons between the recent deposits and their ancient counterparts. Prerequisites: Geology 211, one other geology laboratory course or permission of instructor. Alternate years, beginning spring, 1984.

**415 Paleontology. 4. (Almy)** Study of fossils with major emphasis on invertebrates: classification and identification, principles of evolution and paleoecology; application of paleontology to geologic problems, especially its use in stratigraphic studies. Prerequisites: three semesters of laboratory courses in geology and/or biology and/or chemistry or permission of instructor.

**416 Stratigraphy. 4. (Van Tassell)** Description, classification, correlation, and interpretation of sedimentary rocks; principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environment, and paleogeography; advanced historical geology. Prerequisites: four semesters of laboratory courses in geology or related science or permission of instructor. Alternate years, beginning spring, 1983.

**428 Economic Geology. 4. (Department)** Study of principles and processes of formation of mineral deposits and their relationships to methods of economic exploration of metallic and non-metallic mineral concentrations. Prerequisites: Geology 212, 335, or permission of instructor. Offered on demand.

**450 Special Topics. 4.** See page 24. Recent topics include geophysics, reefs of Puerto Rico, geochemistry, soil science, marine geology. May be offered also at 250 level.

**460 Independent Study. 1-4.** Independent and directed research, including field and laboratory experience. May be offered also at 260 level.

**470 Senior Thesis.** Credit variable. Independent research project begun at end of junior year. See department for details.

**490 Departmental Honors.** See page 26.

With sufficient demand, any geology course will be offered at night.

# History

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## HISTORY

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*Martha H. Cooley, Professor, Chair*

*Alexander R. Stoesen, Professor*

*Henry G. Hood Jr., Associate Professor*

*Dorothy V. Borei, Associate Professor of Intercultural Studies and History*

*Sarah S. Malino, Assistant Professor*

*Adrienne L. Manns, Instructor*

The study of the past is an attempt to understand mankind's condition. Through a chronological approach, the historian strives to explain the relationship of the past to the present. The historian also attempts to explain the interrelatedness of disciplines — the cause and effect relationships of philosophical ideas, political and economic developments, social and cultural conditions. The study of history requires hard intellectual work which is rewarded by a better comprehension of the present and a degree of confidence in facing the future. It gives perspective and meaning to one's own experiences.

The program provides a sound foundation for graduate study in history, a valuable background for professions such as law, and a thorough understanding of subject matter for teachers of history and social studies in the secondary schools. In addition to law and teaching, history majors have found rewarding careers in many areas of business, government, community service, applied history, and church work.

A major in history consists of eight courses (32 credits), six (24 credits) of which must be above the 100 level. A general balance between two of the three areas (American, European, Intercultural) offered in history is desired. The required seminar at the junior level emphasizes techniques of research and writing under individualized direction. The history department also offers courses under the Special Topics designation which reflect the expertise of its staff and the interests of students.

History majors should select a related field in a discipline consistent with their career interests. Because of its interdisciplinary nature, history fits well with most disciplines and a carefully conceived curriculum can give the history major strength in pursuing very challenging career goals. For example, history majors intending to pursue graduate study should acquire a proficiency in one or more foreign languages. It is strongly recommended that pre-law students take courses in English history, accounting, and logic. A related field in management or economics would prepare a student for positions in the business area, applied history management, or governmental planning agencies.

Students may "test out" of most basic courses and enroll in intermediate and advanced courses or independent study to satisfy the major requirements. Senior history majors with a sufficiently high grade average in history are encouraged to write a thesis and to pursue departmental honors.

The history department offers survey courses in World History, European History, and American History which are designed to fulfill the general college history requirement at the freshman and sophomore levels. Students who fulfill their history requirement after the sophomore year must take a course at the 200 level or above.

History courses listed in the Intercultural Studies Program may be taken by majors for history credit, but not for both history and Intercultural Studies credit.

# HISTORY

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To encourage superior work in history, the department offers freshman and senior history awards every year, as well as the Algie I. Newlin and the Thomas Thompson Scholarships. The Algie I. and Eva M. Newlin and the Rembert W. Patrick Lectures bring recognized historians to campus to present scholarly papers. The department sponsors a chapter of Phi Alpha Theta, the international history honor society.

**INTRODUCTORY COURSES:** Designed to develop knowledge of basic historical fact, method, and interpretation; limited to freshmen and sophomores.

**101 Modern Europe to 1815. 4.** (Cooley/Hood) Major developments in European history from 1500 to 1815; the Renaissance and the Reformation, the rise of the nation state, the Age of Enlightenment, and the French Revolution. Fulfills history requirement.

**102 Modern Europe Since 1815. 4.** (Cooley/Hood) Europe from 1815 to the present; consolidation of large nation states, imperialism and world wars, the problem of democracy and dictatorship. Fulfills history requirement.

**103 The United States to 1877. 4. (S. Malino/Stoesen)** Origin and growth of the United States from colonial times to 1877. Fulfills history requirement.

**104 The United States Since 1877. 4. (S. Malino/Stoesen)** Social, political, constitutional, and economic developments since 1877. Fulfills history requirement.

**150 The World Since 1500: Global Perspective. 4. (Department)** Europe's expansion, resulting dominance, and the loss of dominance after 1900 with the emergence of global interdependence. Fulfills history requirement.

**INTERMEDIATE COURSES:** Designed to develop synthesizing and interpretive skills through broad exposure to secondary sources.

**210 American Colonial History. 4. (S. Malino)** Comparative study of English, Spanish, French, and Dutch patterns of colonization and settlement; development of 18th century American society with attention to social organization, political institutions,

and economic growth; analysis of causes and nature of the American Revolution. Offered every third year, beginning 1982-83.

**202 North Carolina History. 4. (Stoesen).** North Carolina from the period of exploration to the present; colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective. Offered every third year, beginning 1983-84.

**203 Recent United States History. 4. (Stoesen).** Influence of politics, wars, and men on the internal affairs of the United States, with emphasis on the period since the New Deal. Offered every third year, beginning 1983-84.

**204 Medieval Civilization. 4. (Hood)** Extensive study of the writings of modern historians, emphasizing crucial issues and personalities which shaped the medieval world. Offered every third year, beginning 1984-85.

**205 Renaissance and Reformation. 4. (Hood)** Study of economic, social, political, and cultural changes in Europe during the era of transition from the medieval to the modern period, 1300 to 1648. Offered every third year, beginning 1984-85.

**207 England to 1689. 4. (Hood)** England during its formative period; legal and constitutional development. Offered every third year, beginning 1983-84.

**208 England Since 1689. 4. (Hood)** England during its imperial and industrial growth; Great Britain's enduring influence on the world. Offered every third year, beginning 1983-84.

**211 Africa to 1800. 4. (Manns)** Major developments in history of Africa; development of Egyptian civilization; the Sudanic Empires of West Africa; the City-States of East Africa; and the Southern African Empires and States. Fulfills intercultural requirement. Alternate years, beginning 1982-83.

**212 Africa Since 1800. 4. (Manns)** Arrival of European colonists and African reaction; partitioning of Africa; different colonial systems of administration; rise of African nationalism; struggle for independence and African nations in international politics. Fulfills intercultural requirement. Alternate years, beginning 1982-83.

**215 East Asian Civilization to 1800. 4. (Borei)**

# HISTORY

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Introductory topical survey of China and Japan from ancient times to 1800; political structure, social organization; traditional religious and philosophical concepts, the economy, and the arts. Fulfills intercultural requirement. Alternate years, beginning 1983-84.

**216 Modern East Asia. 4. (Borei)** Introductory survey of China, Japan, Korea, and Vietnam in the 19th and 20th centuries. Topics include modernization; nationalism; revolution; postwar political, social, and economic developments; United States involvement in the Far East. Fulfills intercultural requirement. Alternate years, beginning 1983-84.

**221 Europe from 1815 to 1914: From the French Revolution to the First World War. 4. (Cooley)** Study of the main issues in 19th century Western Europe — Liberalism, Socialism, Nationalism, the Industrial Revolution, Social Darwinism — and their impact on society, on political development, on economic development, and on culture and religion. Offered every third year, beginning 1983-84.

**ADVANCED COURSES:** Designed to improve skills developed in introductory and intermediate courses and to develop basic analytical skills through working with primary sources and some secondary sources.

**302 Economic History of the United States. 4. (S. Malino)** Survey of principal economic forces accounting for the emergence of the United States from an underdeveloped economy to its present status. Offered every third year, beginning 1982-83.

**303 American Social History. 4. (S. Malino)** Evolution of social patterns and institutions of American life; the family, church, employment, education, ethnicity, community organization. Responses of social institutions and groups to underlying economic changes considered through analysis of primary and secondary source literature. Offered every third year, beginning 1982-83.

**305 Twentieth Century Europe. 4. (Cooley)** Economics, political, social, and cultural factors in the major developments in Europe since 1914; contemporary trends in global context. Offered every third year, beginning 1984-85.

**307 Afro-American History to 1860. 4. (Manns)** A treatment of pre-Columbian presence of Africans in the Americas; role of Africans in the exploration and conquest of the Americas, introduction of African slaves into America, role of

Africans in American struggle to abolish slavery, role of African-Americans in the Civil War, African-Americans and the Reconstruction. Alternate years, beginning 1983-84.

**308 Afro-American History: 1860 to the Present. 4. (Manns)** Study of the major political, ideological, economic, social, cultural, and religious movements and activities of African-Americans that shaped and influenced the development of American society and culture from 1860 to the present, with emphasis on Blacks and Reconstruction; Booker T. Washington and his ideas of industrial education, Marcus Garvey and his mass political movement, the Harlem Renaissance, the Civil Rights movement, and the Black Power movement. Alternate years, beginning 1983-84.

**309 Russia to 1881. 4. (Cooley)** Russia to the assassination of Alexander II, with emphasis on Kievan Russia, Muscovite Russia, rise of the autocracy, position of the peasantry, and the revolutionary movement in Russia. Offered every third year, beginning 1984-85.

**310 Russia since 1881. 4. (Cooley)** Decline of the autocracy, 1905 and 1917 revolutions, Soviet Russia's international development as a world power. Offered every third year, beginning 1984-85.

**321 Europe from 1648 to 1789. 4. (Hood)** Study of the significant developments in Europe from Louis XIV to the French Revolution; effects of 17th century scientific discoveries on religious and philosophical concepts, on society and culture, and on political developments. Offered every third year, beginning 1982-83.

**324 Urban History of the United States. 4. (Stoesen)** Study of the major trends, problems, and developments in the history of urban society in the United States. Emphasis on the literature of the field and on techniques used by the historian of city development. Comparisons with urban history in other parts of the world. Offered every third year, beginning 1984-85.

**383 China to 1800. 4. (Borei)** Advanced study of ancient and imperial Chinese civilization — formation of Chinese culture, classical Chinese philosophy, the early empire, introduction of Buddhism, barbarian conquest, Chinese culture at its height. Fulfills intercultural requirements. Alternate years, beginning 1983-84.

**384 Modern China. 4. (Borei)** Advanced study of 19th and 20th century China, with emphasis upon international developments — the Opium

Wars, peasant rebellions, reform movements, the Revolutions of 1911 and 1949, contemporary China. Fulfills intercultural requirements. Alternate years, beginning 1983-84.

**385 Japan to 1800. 4. (Borei)** Advanced study of Japanese history from ancient times to closing years of the Tokugawa period — emergence of Japanese culture in pre-Buddhist age, aristocratic Japan, evolution of feudal political structure and culture. Fulfills intercultural requirement. Alternate years, beginning 1982-83.

**386 Modern Japan. 4. (Borei)** Advanced study of decay of feudal Japan, Meiji Restoration, early 20th century democracy, growth of militarism, American occupation, social change and economic recovery since World War II. Fulfills intercultural requirements. Alternate years, beginning 1982-83.

**402 The Byzantine World. 4. (Hood)** Detailed study of Eastern Roman Empire from founding of Constantinople in 324 A.D. to fall of the city to the Turks in 1453. Emphasis on political events, Byzantine religious and artistic life, Byzantine influence in Central Europe and Russia. Offered every third year, beginning 1982-83.

**403 United States Diplomatic History. 4. (Stoesen)** Major trends in American diplomatic history from the Revolution to recent times; economic, social, and political forces that have influenced foreign policy. Alternate years, beginning 1983-84.

## SPECIALIZED COURSES

**300 Seminar in History. 4. (Department)** Detailed analysis, using primary sources, of specialized historical periods or areas. Designed to instruct students in the research and writing of history. Required of all majors in spring of the junior year.

**450 Special Topics. 4.** See page 24. Topics may include Witchcraft and Heresy, The Russian Revolutionary Movement, Women in the 19th Century Labor Force, Guilford County. May be offered also at 250 level.

**460 Independent Study. 1-4.** Involves weekly meetings with departmental advisers; oral or written examination. May be offered also at 260 level.

**470 Senior Thesis. 2-4.** Research and writing of a scholarly monograph.

**490 Departmental Honors. 2-4.** See page 26.

Honors and credit with grade of B or above; credit only for grade less than B.

The following courses offered by other departments are accepted as history credit for majors with departmental approval:

**Biology 204. History of Medicine in America.** See page 72.

**Chemistry 335. History of Science.** See page 77.

**Classics 230. Classical Civilization.** See page 79.

**Sociology 353. Cultural History of Latin America.** See page 140.

**Sociology 354. Cultural History of South Asia.** See page 140.

## INTERDISCIPLINARY STUDIES

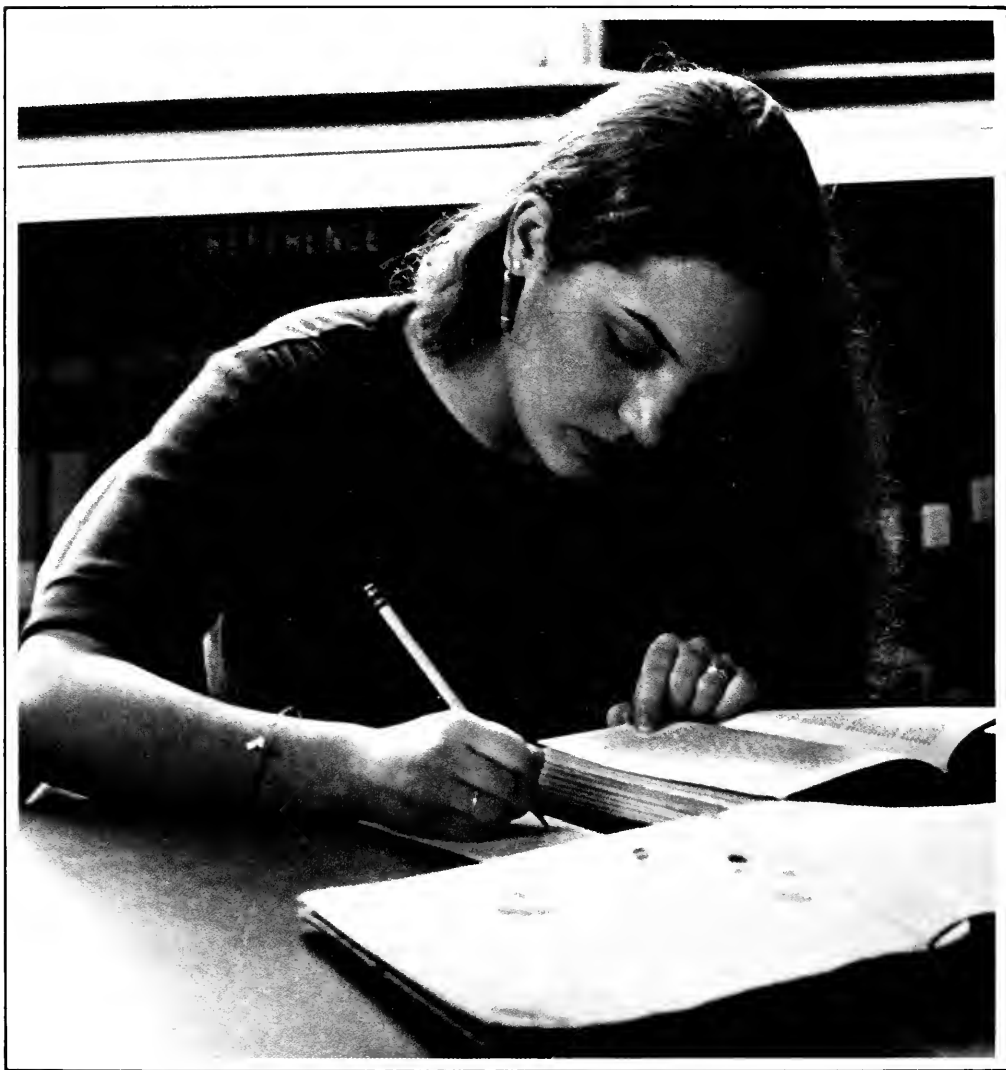
**101 Interdisciplinary Studies. 4.** See page 12.

**225-226 Medieval People. 1, 1.** Introduction to the Concentration in Medieval Studies. Various teachers explore problems and perspectives on medieval life and thought, introducing students to a number of significant persons in the Middle Ages. Series of evening meetings at a faculty home.

**401 Interdisciplinary Studies. 4.** See page 12.

# Library

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## LIBRARY

**200 Library Research Skills. 1.** Basic research strategy to help students secure information they need in an academic library. The course teaches students how to locate and use material in books, professional journals, magazines, and newspapers; to use microform and microform equipment; to utilize resources in the reference room; to write footnotes and bibliographies; and to operate audio-visual equipment. Pass/fail grading.



# Management

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*...helps to develop an understanding of the role of the economy as well as the management of public and private organizations in a changing society.*

## MANAGEMENT

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*Edwin G. Caudill, Associate Professor, Chair*

*Fred I. Courtney, Professor*

*William M. Stevens, Associate Professor*

*Mary Lind and James Williams, Assistant Professors*

*Catherine D. Holderness, Instructor*

The management department seeks to prepare students to be immediately effective in management and administration while cultivating their potential for further growth. The course of study is designed to develop an understanding of the role of the United States economy as well as the management of public and private organizations in a changing society.

To meet the exacting demands of tomorrow's world, the manager or the businesswoman or woman of the future requires not only a high degree of professional competence in the technical aspects of management but also a broad grasp of economics, social, human, cultural, and political values. Therefore, the management major at Guilford is conceptually based as well as career oriented, and the student's total program is closely integrated with the college's liberal arts curriculum.

In conjunction with the adviser, the student may select major and related field courses to develop a concentration in one of the following areas: Financial Management; Personnel; Information Systems Management; Real Estate Management; and Marketing Management.

A Bachelor of Science degree is offered to Residential Campus students; the Bachelor of Administrative Science degree and the Associate of Arts degree are offered to Continuing Education Center students only. Ten major and six related field courses are required for the Bachelor of Administrative Science; eight major and four related field courses are required for the Bachelor of Science

degree. Courses taught outside the department but usually required as part of the related field for the Bachelor of Administrative Science include Principles of Economics, Introductory Accounting, and Statistical Methods.

The Associate of Arts degree requires 16 courses (64 credits) of academic work with a cumulative C average, or the equivalent of two years of full-time college study. The major consists of five courses: Management 141, 215, 224, 335, and 336. This program offers the maximum number of professionally oriented courses in the first two years so that students can improve their professional competence quickly. All required course work is fully accredited toward a baccalaureate degree.

**120 Introduction to Business. 4.** Components, types, nature, and purpose of business organizations. Inherent social and ethical problems of business operations and the role of business in a free enterprise economy.

**141 Computer Systems Management. 4.** Characteristics and types of hardware and software; organization and management of data processing; applications of computers in management; introduction to computer use and programming.

**215 Business Law. 4.** Legal basis for the efficient functioning of the economic system; economic changes reflected in the legal system; relationship between economics and business law, including selected topics in contracts, agency, sales, property, and wills.

**224 Introduction to Marketing. 4.** A first course in marketing, focusing on product definition, distribution, pricing strategies, and promotion. International marketing and the ethics of marketing.

**227 Research and Analysis Methods in Marketing. 4.** Data collection methods, including standard and unobtrusive measures; analysis of the

results of marketing research; forecasting techniques, such as time series analysis, exponential smoothing, Box-Jenkins, and product life cycle analysis. Prerequisite: Management 224.

**237 Financial Statement Analysis. 4.** Meaning, preparation, and analysis of financial statements, with emphasis on the managerial aspects of alternative investment opportunities, profitability evaluating techniques, capital planning, and budgetary control. Prerequisite: Accounting 201.

**315 Business Law II, Real Estate Law. 4.** Social, economic, and legal setting of real estate; nature and functions of real estate markets, liens, easements, encumbrances, contracts, transfer of title and deeds; role of real estate and real estate development.

**320 Organizational Behavior. 4.** Role and functions of the manager; skills needed to understand and react intelligently to determinants of behavior and consequences of behavior in organizational settings; interpersonal, intergroup, and intragroup situational analysis. Management 335 strongly recommended.

**321 Personnel Administration. 4.** Techniques, issues, and problems in recruitment, selection, development, utilization of, and accommodation to human resources in organizations.

**324 Marketing Strategy. 4.** A framework in which the student performs market analysis, formulates marketing strategies, and implements marketing plans in a simulated competitive environment. Prerequisite: Management 224; statistics or research methods course recommended.

**330 Managerial Analysis. 4.** Managerial use of economics concepts in the formulation of business policy: profit, competition, demand, cost, and capital investment.

**331 Money, Banking, and Monetary Theory. 4.** Nature and functions of money; description and analysis of the banking system; overview of modern monetary theory and policy. Prerequisites: Economics 221, 222.

**335 Organization and Management. 4.** Theory, principles, practices, and problems involved in organizing and managing any formal organization: business, government, institution; a conceptual methodological, operating, control, and feedback systems approach illustrated by a consideration of cases.

**336 Financial Management. 4.** Theory, principles, and practices of corporate finance; conceptual background; problems of financial allocation of corporate resources; role of finance executives. Prerequisites: Economics 221, 222.

**345 Quantitative Methods. 4.** Techniques of management science including inventory management, networks, linear and dynamic programming, queueing, simulation, and decision analysis.

**347 Production Management. 4.** Analysis of the production/operating function in both manufacturing and non-manufacturing organizations. Developing production policies which support total organizational goals under varying constraints.

**420 Real Estate. 4.** Economics, social, and legal setting of real estate, including brokerage, value, price, and investment considerations. Productivity analysis, financial methods, federal taxes, and appraising for market value. Management, leasing, assessments, and insurance. Designed for those interested in a business career or concerned with owning or investing in real estate.

**421 Industrial Relations. 4.** Role, functions, and problems of management in the collective bargaining process. Bargaining issues of rights, job design, pay, fringe benefits, and due process. Negotiation and administration of the agreement. Prerequisite: Management 321.

**424 Marketing Policy Formulation. 4.** Senior level course utilizing case studies emphasizing overall business policy formulation with a focus on marketing. Capstone course for students concentrating in the marketing area. Prerequisite: Management 324.

**449 Policy Formulation. 4.** Capstone course based on case studies and analyzing the total operation function in manufacturing and non-manufacturing organizations. Developing policies which support total organizational goals under varying constraints. Analysis of economic, political, and social influences on the firm. Open to graduating seniors only or by permission of instructor.

**450 Special Topics. 4.** See page 24. May include studies in advanced financial policies, real estate investment/development, or marketing research. May be offered also at 250 level.

**460 Independent Study. 1-4.** In addition to

## MANAGEMENT

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individual student projects, the department may offer special seminars or work seminar projects. May be offered also at 260 level.

**470 Senior Thesis.** Individual experience in the research techniques of management; writing of a professional paper. By departmental approval.

**490 Departmental Honors.** See page 26.

263

# Mathematics

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*...is better learned by doing than by observing; thus active student participation is encouraged.*

## MATHEMATICS

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Elwood G. Parker, Professor, Chair

James R. Boyd, Professor

G. Rudolph Gordh Jr., and Kenneth D. Walker, Associate Professors

Ilma Morell Manduley and Floyd A. Reynolds, Assistant Professors

The mathematics department subscribes to the theory that mathematics is better learned by doing than by observing; thus active student participation is encouraged in all programs. Since the opportunity for students to work with faculty individually and in small groups also is of utmost importance, numerous small classes, seminars, and independent studies are provided.

Students majoring in mathematics are encouraged to discover areas in which they have both talent and interest, to obtain familiarity with a wide range of mathematical areas, and to acquire deeper knowledge of one mathematical specialty. All majors are required to take the courses Foundations of Mathematics I, Multivariable Calculus, Probability and Statistics, and Linear Algebra, plus their selection of at least four other courses, one of which must be at the senior (400) level. Courses numbered above 120 (exception: Mathematics 210) receive credit for the mathematics major.

The department offers concentrations in Theoretical Mathematics, in Mathematical Physics, in Statistical/Computer Mathematics, and in preparation for secondary school teaching. The Theoretical Mathematics program has been notably successful for many years in the preparation of students for graduate study. Students have majored in both mathematics and physics through a combined program which includes team teaching of courses by faculty from both departments. The program in Statistical/Computer Mathematics is designed to prepare students for business/industrial employment as well as for further study.

Often the related fields for mathematics follow predictable patterns conforming to the student's concentration, e.g., economics, management, and/or accounting for concentrations in Statistical/Computer Mathematics; education and psychology for prospective teachers; physical science for those emphasizing Theoretical Mathematics. However, recent related studies in art, philosophy, literature, and other fields indicate that a broad range of choices is in fact possible.

The department serves other academic areas through courses in elementary functions, in elementary and calculus-based statistics, in an historical and cultural approach to mathematics, and in concepts and methods for prospective teachers.

The *Journal of Undergraduate Mathematics*, an internationally distributed periodical published by the department, is devoted to undergraduate research and frequently includes articles by Guilford students. Each year the *Journal* sponsors a Conference on Undergraduate Mathematics which provides students an opportunity to share their ideas with other talented students and to hear lectures by prominent mathematicians. The department also has hosted national and regional meetings of professional mathematicians.

**103-104 Mathematics for Elementary School Teachers I, II. 4, 4.** Introduction to the basic ideas and content of elementary school mathematics with emphasis on methods and materials for teaching children. Either course fulfills non-laboratory science requirement for elementary education majors only.

**110 Mathematics for the Liberal Arts. 4.** The nature of mathematics from cultural, historical, and

logical viewpoints, stressing relationships between mathematics and other disciplines. Recommended for humanities and fine arts majors. Fulfills non-laboratory science requirement.

**111 Elementary Descriptive Statistics. 4.** Organizing data, measures of central tendency and dispersion, the standard normal distribution and z-scores, regression, and correlation with emphasis on application and interpretation within the student's major area of study. Recommended for social science, management, accounting, and administration of justice majors. Fulfills non-laboratory science requirement.

**112 Elementary Inferential Statistics. 4.** Companion course to Mathematics 111 with similar emphasis and studying probability, sampling, and tests of significance including: inference with two independent samples, correlated samples, categorical variables, and ordinarily scaled variables; analysis of variance; both parametric and non-parametric tests. Fulfills non-laboratory science requirement.

**115 Elementary Functions. 4.** Precalculus analysis of algebraic, exponential, and trigonometric functions. Only for students planning to take calculus but not having the necessary prerequisites. Fulfills non-laboratory science requirement.

**121 Calculus I. 4.** Calculus of single-variable algebraic, exponential, and logarithmic functions, emphasizing the concepts, techniques, and applications of limits, differentiation, and integration in both physical and geometric settings. Fulfills non-laboratory science requirement.

**122 Calculus II. 4.** Calculus of single-variable trigonometric and inverse trigonometric functions including polar coordinates, with emphasis as in Mathematics 121, but especially on integration and its applications. Numerical and power series with emphasis on approximation. Prerequisite: Mathematics 121. Fulfills non-laboratory science requirement.

**123 Accelerated Calculus. 4.** Special course in calculus covering the content of both Mathematics 121 and 122 in one semester for students having exceptional precalculus preparation or previous introduction to calculus. Fulfills non-laboratory science requirement.

**131 Foundations of Mathematics I. 4.** Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Fulfills non-laboratory science requirement. Required of all majors.

**132 Foundations of Mathematics II. 4.** Companion course to Mathematics 131 for students desiring more work on the nature of mathematical proof in preparation for upper-level theoretical mathematics courses. Prerequisite: Mathematics 131.

**210 Introductory Calculus-Based Statistics. 4.** Study of functions of random variables and probability density functions, moving from the discrete to the continuous case using the tools of one-variable calculus and emphasizing applications of statistics in students' major areas of study. Not applicable to mathematics major. Prerequisite: Mathematics 121 or 123.

**225 Multivariable Calculus. 4.** Power series and approximation. Calculus of functions of several variables including partial differentiation, multiple integration, and vector analysis, stressing physical applications. Required of all majors. Prerequisite: Mathematics 122 or 123. Fulfills non-laboratory science requirement.

**230 Geometry. 4.** Topics chosen from hyperbolic, elliptical, projective, affine, etc., geometry emphasizing axiomatic development and/or physical application with content dependent upon student interest and background. Recommended for majors who are prospective secondary school teachers. Prerequisite: Mathematics 131.

**310 Probability and Statistics. 4.** Fundamentals of the analysis and interpretation of statistical data, theory, and application. Required of all majors. Prerequisite: Mathematics 225.

**320 Mathematics for the Physical Sciences (Physics 320). 4.** See page 124.

**325 Linear Algebra. 4.** Introduction to systems of linear equations, matrices, vector spaces, and linear transformations including applications of these concepts to other areas of mathematics and to other fields. Prerequisite: Mathematics 225.

**335 Topology. 4.** Topics in point-set, geometric, general, or algebraic topology with content dependent on student and instructor interest. Suggested for majors concentrating in theoretical mathematics. Prerequisite: Mathematics 132.

**410 Operations Research. 4.** Probability, sampling inventories, waiting lines, competitive strategies, linear programming. Directed toward business application. Suggested for majors concentrating in statistical/computer mathematics. Prerequisites: Mathematics 310, 325.

# MATHEMATICS

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**415 Numerical Analysis. 4.** Computer languages, root of polynomials, methods of least squares, systems of linear equations and ordinary differential equations with emphasis on approximations. Prerequisite: Mathematics 325.

**420 Advanced Mathematical Methods (Physics 420).** See page 125.

**430 Algebraic Structures. 4.** Study of algebraic structure such as groups, rings, integral domains, and fields and their morphisms. Where appropriate, applications to other areas of mathematics and science are included. Suggested for majors concentrating in theoretical mathematics or preparing to teach secondary school mathematics. Prerequisites: Mathematics 131, 325.

**435 Real Analysis. 4.** Rigorous study of real functions including topics from limits, sequences, series, differentiation, integration, and measure. Suggested for majors concentrating in theoretical mathematics or mathematical physics. Prerequisites: Mathematics 131, 225.

## Mathematics Seminars

Designed for advanced study in specialized areas of mathematics, particularly for continuation of study begun in 400 level courses. Each may be repeated for credit and is offered each semester on demand. Prerequisite: Departmental approval. Credit may range from 1 to 4 hours.

### 471 Seminar in Statistical Mathematics.

Advanced topics associated with application of mathematics to business and computers; statistics, operations research, numerical analysis, etc.

### 472 Seminar in Applied Mathematics.

Advanced topics associated with application of mathematics to the physical sciences; differential equations, real and complex analysis, approximation, statistics, etc.

### 473 Seminar in Theoretical Mathematics.

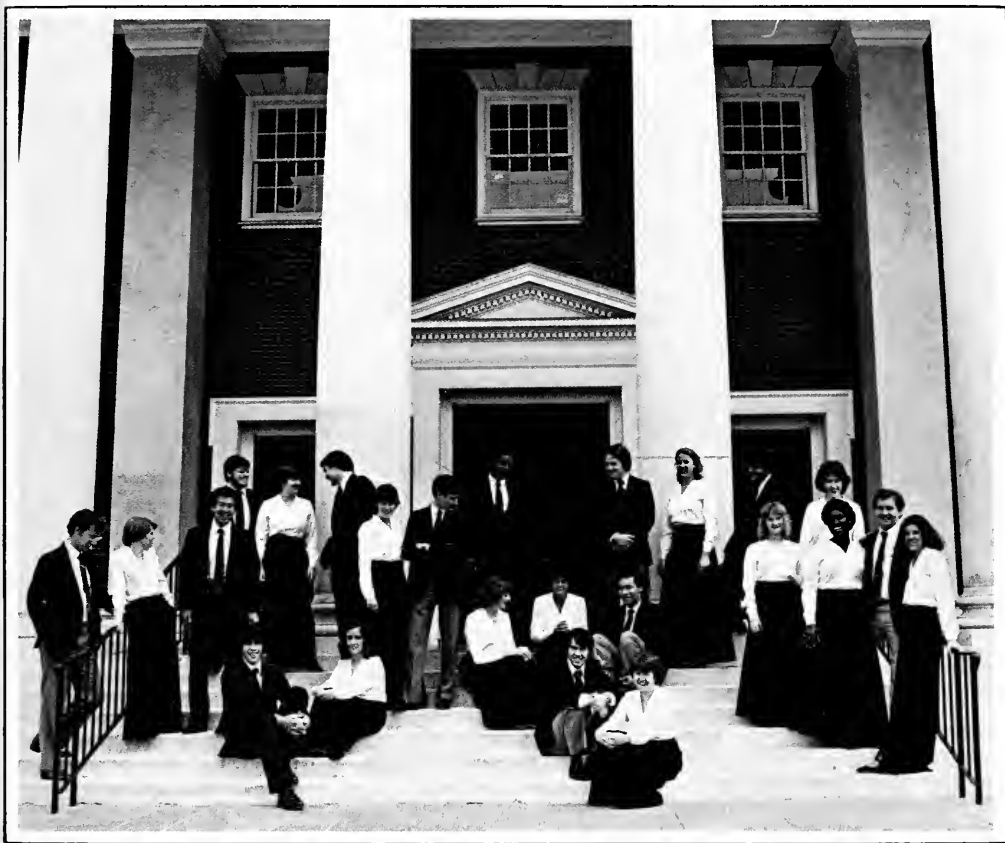
Advanced topics in algebra, analysis, topology, geometry, set-theory, etc.



# Music

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*...adds to the total enrichment of student life.*



*Edward Lowe, Professor, Director of Music Programs*

The Bachelor of Music, the Bachelor of Music Education, and the Bachelor of Arts with a concentration in music are offered cooperatively with Greensboro College through the Greensboro Regional Consortium. The student enrolling in the music program at Guilford College is expected to fulfill all the major requirements established by Greensboro College and also the general college requirements for Guilford College. Instruction is offered at Greensboro College in theory, musicology, church music, music education, organ, piano, strings, harpsichord, voice, guitar, woodwinds, brasses, instrumental ensembles, and choir.

Since the department of music at Greensboro College is a member of the National Association of Schools of Music, its requirements for entrance and graduation are in accordance with the published regulations of that association. The Director of Music Programs is available to advise all students as to these requirements.

A choral program is offered on the Guilford campus. Participation in the Guilford College Choir is designed to add to the total enrichment of student life. Music majors fulfill the choir requirement in the Guilford choir, although they also may participate in the Greensboro College Choir if they so desire.

Practice rooms and instruments are available on the Guilford campus. The Director of Music Programs at Guilford assists Guilford music majors in working out their programs at Greensboro College, and the college provides transportation to the Greensboro College campus.

Choir scholarships are offered by the music department for qualified students. In addition, the William Topkins, the Laura Kelly Dobbins, and the Maxine

Hirsch Ljung scholarships are available to qualified students pursuing a major or a minor in music.

**111 Music Literature. 4. (Lowe)** Music appreciation. Introductory course designed to train students in intelligent listening. Selected representative works from plain song through contemporary music. Open to all students. Fulfills creative arts requirement.

**114 Guilford College Choir. 1. (Lowe)** The college choir, on its annual tour, serves as ambassador of good will for Guilford College. Activities are designed for community enrichment, the high point of the season being the annual Christmas concert. Membership is open to all students genuinely interested, willing to work hard, and strongly committed to the ensemble. Pass/fail grading.

**450 Special Topics. 4.** See page 24. Courses of special interest such as Guide to Understanding Opera, Introduction to Understanding 20th-Century Music, and Guide to Understanding Symphonic Music. May be offered also at 250 level.

**460 Independent Study. 1-4.** May be offered also at 260 level.

### **The Instrumental Ensemble**

Qualified students who express an interest in ensemble work may participate in instrumental ensembles (1 credit) at Greensboro College.

### **Music Fees**

See Schedule in Chapter IV, page 45.

# Philosophy

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## PHILOSOPHY

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*Jonathan W. Malino, Associate Professor, Chair*

*Grimsley T. Hobbs, Professor*

*William Beidler, Professor of Philosophy and Intercultural Studies*

*Donald W. Millholland, Associate Professor*

Philosophy is a good liberal arts major because it is comprehensive. It gathers insights from other subjects and helps students to see them in a wider context of meaning. Philosophy trains students to think, thus helping them to express themselves clearly and accurately orally and in writing. This training takes place not only in logic courses but in all courses in philosophy. Philosophy is central to every thoughtful life. It confronts the student with questions such as: What is justice? How do we know when we are right? What is authentic being-in-the-world? Is there a way to enlightenment?

Certainly students need to be practical about their futures. A student who decides to develop practical and applied skills in one major might do well to consider also a second major such as philosophy. On the other hand, a student who chooses philosophy as a major should consider a secondary major in a more obviously applied discipline. The philosophy department, in consultation with graduate schools, prepares students for graduate school programs in philosophy and related subjects such as religion, history, psychology or law. A maximum of 32 credits is required for the major; 48 credits of related and elective work may be taken in any department. This flexibility makes it possible for a student to major in philosophy and simultaneously to complete a second major in another field as well.

Required courses for the major include Philosophy 301, 302, and either 401 or 402. Philosophy majors may elect to concentrate their courses with an emphasis on Western Philosophy or Eastern Philosophy.

### **100 Introduction to Philosophy. 4.**

**(Department)** Major philosophical problems, methods, and positions, as set forth in selected works by philosophical thinkers such as Plato, Aristotle, Descartes, Whitehead, Russell, and Sartre. Counts toward humanities requirement for freshmen and sophomores.

**111 Ethics. 4. (Department)** Chief theories of the nature and principles of moral living, with regard both to the ends sought by man and to the obligations claiming man's commitment and performance. Counts toward humanities requirement.

### **150 Logic, Literature, and Style. 4.**

**(Department)** Informal logic, basic rhetoric, the function of metaphor and symbolism in novels and poems.

### **203 Buddhism (Religious Studies 203). 4.**

**(Beidler)** Survey of origin and development of Buddhism, emphasizing doctrines and practices of the major schools of Hinayana and Mahayana Buddhism. Fulfills intercultural requirement.

### **221 Philosophy of Religion (Religious Studies 221). 4. (J. Malino)**

Reason and religion: proofs of God's existence, faith and reason, the problem of evil, morality and religion, religious language. Counts toward humanities requirement.

### **226 Philosophy of Nonviolence. 4.**

**(Department)** Definition and analysis of nonviolence; philosophical argument for and against it; its relation to civil disobedience, pacifism, and conscientious objection.

### **236 Philosophy of Education (Education 236). 4. (Beidler)**

Research and discussion of educational philosophies found in the works of Plato, Aristotle, Dewey, Piaget, Sartre, and others.

### **292 Formal Logic. 4. (J. Malino)**

Methods, foundations, philosophical implications of modern logic.

### **295 Eastern Philosophy: India. 4. (Beidler)**

Chief varieties and major developments of philosophy in India. Fulfills intercultural requirement.

- 296 Eastern Philosophy: China and Japan. 4. (Department)** Chief varieties and major developments of philosophy in China and Japan. Fulfills intercultural requirement.
- 301 Ancient and Medieval Western Philosophy. 4. (Department)** Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers from ancient Greek philosophy through medieval scholasticism. Counts toward humanities requirement for juniors and seniors.
- 302 Modern and Recent Western Philosophy, 4. (Department)** Historical development of philosophical thought in Western civilization in terms of main periods and thinkers from late medieval through early 20th-century thought. Prerequisite: Philosophy 301.
- 336 Philosophy of Art (Art 336) 4. (Millholland)** Character of aesthetic experience, nature of aesthetic creativity and the aesthetic object, problems of standards of taste, and relations of the artist to the community.
- 340 Zen Buddhism. 4. (Department)** Indian and Chinese sources of Zen; its history and development as a school of Mahayana Buddhism; teaching and practice of modern Zen; its influence on painting, poetry, drama, gardening, and other arts. Fulfills intercultural requirement.
- 401 Contemporary Western Philosophy: Analytic Philosophy. 4. (J. Malino/Hobbs)** Main developments in 20th-century Anglo-American philosophy with emphasis on metaphysical and epistemological issues. Alternate years, beginning 1983-84.
- 402 Contemporary Western Philosophy: Existentialism and Phenomenology. 4. (Millholland)** Emphasis on such issues as authentic being and phenomenology of perception.
- 420 Philosophy of Science. 4. (J. Malino)** Fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural and social science; relation of scientific knowledge to other knowledge.
- 450 Special Topics. 4.** See page 24. Contemplated courses include Philosophy, Psychology, Linguistics; Vedanta; Maimonides; and Spinoza. May be offered also at 250 level.
- 460 Independent Study. 1-4.** May be offered also at 260 level.
- 470 Senior Thesis.**
- 490 Departmental Honors.** See page 26. Credit to be determined.



*Rexford E. Adelberger, Associate Professor, Chair*  
*Sheridan A. Simon, Associate Professor*

Space travel, fusion power, quarks, and black holes are some of the subjects studied in various courses in the physics department. Both the world and our view of it have been radically changed by the incredible new discoveries of the last century. These discoveries are described and discussed in a nonmathematical way in courses such as Physics for Non-Scientists and Astronomy, intended specifically for the non-science major, and in a sophisticated and mathematically rigorous way in such courses as Introductory Classical and Modern Physics, intended for physical science majors.

The physics major program has three principal commitments: to the student bound for graduate school in physics; to the student bound for a career or graduate school in a related area, such as mathematics, astronomy, teaching, law, medicine, engineering, or technical fields; and to adult education, directed toward training professionals in industry, education, etc., for better jobs or enhanced job security. The physics department offers a complete major program at night through the Center for Continuing Education for adults who are employed during the day.

Eight courses in physics, including Physics 470, are required for the major, with no more than two being on the 100 level. Generally physics majors take Physics 121 and 122 as prerequisites to later courses.

Many physics majors have second majors in the liberal arts or mathematics. Others select the unique option of a dual-degree program in engineering with Georgia Institute of Technology. See page 22.

For science majors outside the

physical sciences, the department teaches several courses of interest: two courses in General Physics taught without a calculus prerequisite, and two courses, Mathematics for the Physical Sciences and Advanced Mathematical Methods, which are directed toward both physical science and mathematics majors interested in applied mathematics and mathematical physics.

The physics program at Guilford is a vital and active one in which students and faculty interact constantly in research projects and classes as well as on a non-professional basis.

#### **101 Physics for Non-Scientists. 4.**

**(Adelberger/Simon)** Introductory course, intended for students of limited mathematical background not majoring in the physical sciences. Centered on one of two topics: an in-depth look at the physics of the energy problem or a survey of modern physical thought. In both cases, relevance of the laws and their impact on society and the environment are discussed. Laboratory work required. Fulfills laboratory science requirement.

**107 Astronomy. 4. (Simon)** Introduction to solar system, planetary exploration and colonization, stellar evolution, and interstellar communication. Black holes, origin of solar system, supernovae, quasars, and space travel. Laboratory exercises include use of college and the Tri-College Observatory telescopes. Fulfills laboratory science requirement.

#### **111-112 General Physics I, II. 4, 4.**

**(Adelberger/Simon)** Study of ideas developed by physicists to describe nature; dimensional analysis, mechanics, energy, thermodynamics, gravity, electricity and magnetism, optics, wave motions, and radioactivity. In addition to traditional laboratory, the student is taught to write simple programs in the BASIC computer language and to use computer simulations of physical phenomena. Prerequisite: understanding of algebra and trigonometry, but no previous physics course required. Either course fulfills laboratory science requirement.

**121-122 Introductory Classical and Modern Physics I, II. 4, 4. (Adelberger/Simon)** Detailed

mathematical study of physics; introduction to conservation laws through study of elementary particles and their interactions; intensive study of applied calculus; Newtonian mechanics (kinematics, dynamics, and periodic motion); mathematical introduction to electricity and magnetism; thermodynamics. Laboratory examination of the way in which knowledge is distilled from experimental measurements and an experimental investigation of optics and electricity; computer programming techniques for both calculational and modeling purposes. Prerequisite: understanding of algebra and trigonometry, but no previous physics course required, concurrent registration in Mathematics 121, 122. Either course fulfills laboratory science requirement.

**201 Optics. 4. (Adelberger/Simon)** Theoretical study of wave motion in ideal and dispersive media; particular emphasis on mathematical description of refraction, interference, and diffraction, using Fourier transform; computer solving of geometrical optics problems and use of optical measuring devices taught in laboratory. Prerequisites: Physics 122, concurrent registration in Mathematics 225.

**222 Mechanics. 4. (Adelberger/Simon)** General motion of a particle in a force field; dynamics of

rigid body motion; detailed study of damped, forced and coupled oscillators; introduction to Lagrangian techniques, prerequisites: Physics 122, Mathematics 122, concurrent registration in Mathematics 225.

**301 Electricity and Magnetism. 4. (Adelberger/Simon)** Study of electric and magnetic fields leading up to and including Maxwell's equation; behavior of various materials in electric and magnetic fields. Basic techniques of electrical measurement taught in laboratory. Prerequisites: Physics 122, Mathematics 122, concurrent registration in Mathematics 225.

**302 Electronics. 4. (Adelberger)** Self-paced laboratory course aimed at familiarizing the student with analog and digital electronic components and measuring equipment; laboratory experience in designing and building electronic components. Fulfills laboratory science requirement.

**311 Thermal and Statistical Physics. 4. (Adelberger/Simon)** Study of thermodynamics and statistical mechanics and their application to the understanding of thermal interaction; equations of state; laws of thermodynamics; entropy; phase transitions; kinetic theory of gases; classical and quantum statistics; low- and high-temperature physics. Thermal measuring techniques taught in laboratory. Prerequisites: Physics 122, concurrent registration in Mathematics 225.

**320 Mathematics for the Physical Sciences (Mathematics 320). 4. (Adelberger/Simon)** Topics of mathematics especially useful to students in the physical sciences: vector analysis, coordinate systems, complex numbers, ordinary differential equations. Fourier series, Fourier and Laplace transforms: tensors, matrices, and determinants. Both analytic and computer methods studied, including Runge-Kutta methods and numerical Fourier analysis. Prerequisite: Mathematics 225.

**322 Atomic and Nuclear Physics. 4. (Adelberger/Simon)** Properties of atoms, nuclei, and elementary particles; introduction to theory of atomic and nuclear structure beginning with work of Thomson and Rutherford and ending with present-day models of the nucleus; atomic interactions with radiation; photon mechanics; relativity; nuclear radioactivity; and neutron physics. Critical experiments that led to important discoveries recreated in laboratory, including the Frank-Hertz experiment, the photoelectric effect, the Zeeman effect, and others. Prerequisites: Physics 122, concurrent registration in Mathematics 225.

**411 Quantum Mechanics. 4. (Adelberger/Simon)** Introduction to modern





quantum theory beginning with de Broglie's wave-particle duality, Davisson-Germer experiment; principal formulation of quantum mechanics such as Heisenberg's matrix mechanics and equation of motion, Schrodinger's wave mechanics and equation, Dirac's modern theory and Dirac notation; electron spin and Pauli's exclusion principle. Prerequisites: Physics 320, 322.

**420 Advanced Mathematical Methods (Mathematics 420). 4. (Simon)** Advanced vector analysis and curvilinear coordinates, tensors, matrices, and determinants, functions of a complex variable, partial differential equations and theory of ordinary differential equations, special functions (Legendre, Bessel, Laguerre, Hermite, Chebyshev, gamma, and beta), calculus of variations, probability, Stirling's Approximation and the Method of Steepest Ascents. Prerequisite: Physics 320.

**450 Special Topics. 4.** See page 24. Recent offerings include Pedestrian Quantum Mechanics, Science and Science Fiction, Technology and Man's Evolutionary Response. May be offered also at 250 level. Lower level offerings have included Fluid Mechanics, Digital Electronics, Computer Interfacing, Astrophysics.

**460 Independent Study. 1-4.** Recent topics include biophysics, elementary particles, particles and waves, hydraulics, physics of ocean waves, and internship with the city engineering department. May be offered also at 260 level.

**470 Research and Thesis. 4.** Although enrollment is normally during the final semester, the student is expected to begin work during the intermediate years on various research projects which will culminate, under guidance, in a well-defined research project and the writing of a thesis during the senior year, in the standard form for technical papers in physics as currently set forth in the American Institute of Physics Style Manual. Recent theses include construction of digital logic system, computer simulation of stellar evolution, and a theoretical model of a rotating star.

# Political Science

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*The study of politics and government, broadly defined as all those activities related directly or indirectly to the making of authoritative public policy in society.*

96.

*William C. Burris, Professor, Chair*  
*William A. Carroll, Professor*  
*Louis B. Fike, Associate Professor*  
*William E. Schmickle, Assistant Professor of Intercultural Studies and Political Science*

Political science is the study of politics and government. More broadly defined, it is the study of the values, procedures, and actions of people and institutions that are related directly or indirectly to the making of authoritative public policy in society. At Guilford College political science is an integral part of the liberal arts curriculum. Perceived as an art as well as a science, the discipline is offered at Guilford in order to encourage student understanding of political behavior in its cultural, ideological, historical, and institutional settings.

Eight courses (32 credits) are required for the major in political science, including four specific courses: The American Political System, Political Systems of Western Europe, Introduction to International Politics, and Introduction to the Classics of Political Thought. The four additional courses may be selected from other departmental offerings. Majors are encouraged to take at least one Special Topics or Independent Study course. These courses allow students to pursue areas of interest not covered by regular departmental offerings. Majors planning to do graduate work in political science must complete a senior thesis or earn departmental honors. In addition to the eight political science courses, majors must take four courses in related fields, selected with the assistance of the student's departmental adviser.

Students whose major is not political science may have a related field in political science, consisting of four courses in political science, two of which must be above the 200 level. The related field may be either general or in particular areas of the discipline. In American politics a

related field consists of The American Political System and any three of the following courses, Politics of State and Local Government, The American Presidents, Constitutional Law in the Political Process I, Constitutional Law in the Political Process II, and American Foreign Policy; in comparative politics Political Systems of Western Europe and three of the following courses, Introduction to the Classics of Political Thought, English Constitutional and Administrative Law, Soviet Politics and Public Policy, and Comparative Political Parties; in international relations Introduction to International Politics, Seminar in International Politics, Soviet Politics and Public Policy, and American Foreign Policy; in political theory Introduction to the Classics of Political Thought, Legal Thought in Historical Perspective, Justice, Law and the Classics; and The Scope and Methods of Political Science. For related fields in particular areas, appropriate Special Topic and Independent Study courses within the discipline may be substituted with the approval of the department chairperson.

A senior major with an average of 3.5 in political science courses may undertake a program of study leading to departmental honors in Political Science. The student does extensive reading on a particular area of the discipline and writes an honors thesis on a topic within that area under the direction of a member of the department. The program culminates in an oral examination conducted by three members of the faculty and a visiting examiner. Should a student be awarded a grade of less than B, the designation of the course will be changed

from Political Science 490 Departmental Honors to Political Science 470 Senior Thesis. A major interested in Departmental Honors should consult with the departmental chairperson, preferably before the commencement of the senior year.

A major interested in pursuing a degree through Curriculum II should consult page 25 and the department chairperson, preferably before the commencement of the junior year. A major interested in certification to teach social science in the public schools should consult the chairperson of the education department.

**101 The American Political System. 4. (Carroll)** The policy-making process in the United States, political culture, political ideologies, structure and function of both official and unofficial political institutions. Counts toward social science requirement.

**102 Political Systems of Western Europe. 4. (Burris)** Comparative analysis of the political systems of Great Britain, France, and West Germany; cultural traditions, political ideologies, political parties, political behavior, and executive-legislative relations. Counts toward social science requirement.

**201 Introduction to International Politics. 4. (Schmickle)** International political conflict in the modern world, with particular reference to major historical trends and problems of war and peace. Counts toward social science requirement.

**202 Politics of State and Local Government. 4. (Burris/Carroll)** Government and politics in the American states; the federal system; the function of political parties and interest groups; the legislature, executive, and judiciary.

**203 Introduction to the Classics of Political Thought. 4. (Fike)** Critical analysis of great works which reflect the fundamental themes and assumptions of Western political thought. Counts toward social science requirement.

**225 The American Presidency. 4. (Carroll)** The concept of the executive. Nomination and election. Delegated, implied, and inherent powers. Relationship to other branches of government.

**235 English Constitutional and Administrative Law. 4. (Carroll)** A study of the English Constitution: its sources, the Crown, the Prerogative, the Privy Council, the Parliament, and the Courts. A study of English administrative law, emphasizing judicial review of administrative actions.

**302 Legal Thought in Historical Perspective (Administration of Justice 302). 4. (Fike)** Examination of Western legal thought, stressing the relationship between legal reasoning, legal doctrine, and the idea of justice; development of Western legal thought studied in its historical context; its relevance to contemporary legal issues.

**310 Soviet Politics and Public Policy. 4. (Burris)** An examination of Soviet society, politics, and public policy; a brief review of Russian political history; the social and cultural bases of Soviet politics; Marxism, Soviet Communism, and the structure of Soviet government; a case study in one area of Soviet public policy. Lecture and discussion.

**311 Comparative Political Parties. 4. (Burris)** Structure, roles, and functions of party systems in the policy-making processes of the Western democracies; special attention to the American party system.

**323 Revolution and Ideology in the Third World. 4. (Schmickle)** Colonialism, anti-colonialism, and the rise of nationalism in the Third World; ideologies, national independence movements, and revolutionary experiences in case studies selected from Asia, Africa, and Latin America; the revolution of political and economic modernization and social transformation; the international context. Fulfills intercultural requirement.

**335 Constitutional Law in the Political Process I (Administration of Justice 335). 4. (Carroll)** Role of the courts and judges in the policymaking process, with emphasis on the relationships among the three basic branches of the national government and between the national government and the states.

**336 Constitutional Law in the Political Process II (Administration of Justice 336). 4. (Carroll)** Role of courts and judges in the policy-making process, with emphasis on the rights protected against national and state governments.

**338 Seminar in International Politics. 4. (Schmickle)** Major theoretical approaches to the

study of the modern international system, with special attention to significant contemporary problems.

**342 American Foreign Policy. 4. (Schmickle)**

Institutions and processes involved in making American foreign policy; the substance and selected problems of contemporary policy.

**404 Justice, Law, and the Classics**

**(Administration of Justice 404). 4. (Fike)**

Analysis of the problems of justice and law raised in the classics of Western literature, philosophy, and theology.

**411 The Scope and Methods of Political**

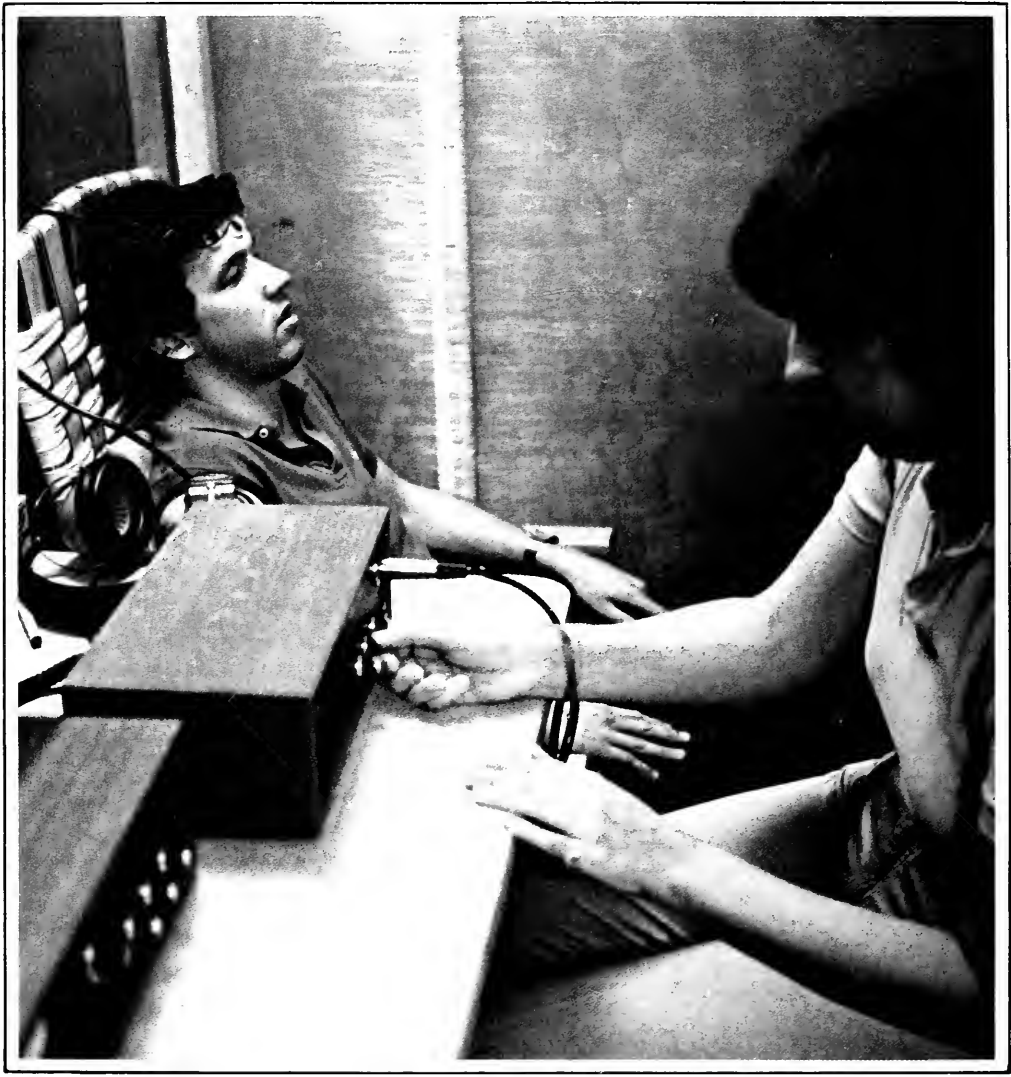
**Science. 4. (Fike)** An examination and analysis of the theoretical foundations of contemporary political science, with a stress on the boundaries of the discipline and conceptual approaches to the study of government.

**450 Special Topics. 4.** See page 24. May be offered also at 250 level.

**460 Independent Study. 1-4.** Reading programs, tutorials, or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished are at the discretion of the instructor. May be offered also at 260 level.

**470 Senior Thesis. 4.** Required of all students planning to enter graduate school. See department chairperson for rules and standards.

**490 Departmental Honors. 4, 8.** See page 26 for college requirements; specific rules and standards of political science may be obtained from department chairperson.



*Jacqueline Ludel, Associate Professor of Biology and Psychology, Chair*  
*Jerry C. Godard, Jefferson-Pilot Professor of Humanistic Studies and Psychology*  
*William R. Rogers, Professor of Psychology and Religious Studies*  
*Claire K. Morse and Richard L. Zweigenhaft, Associate Professors*  
*Kathrynn Adams, Assistant Professor*

The program in psychology emphasizes the contribution psychology can make to a liberal arts education through stimulating intellectual development, personal growth and adjustment, respect for others, and social responsibility. The curriculum in psychology is designed to familiarize the student with current methods and theories in areas of investigation such as learning, personality, social interaction, motivation, and perception. The student is encouraged to appreciate different approaches and points of view and to see how clinical and laboratory method supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena, to become aware of the need for statistical orientation in the manipulation of psychological data, and to avoid the simple explanation and recognize the role of multiple causation in the determination of human behavior. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity and increased competence in dealing with others.

A major in psychology consists of eight courses (32 credits). Three of these are required of all majors: General Psychology, Research Methods, and either Theories of Personality or History and Contemporary Issues. The other five are to be distributed among intermediate level courses, advanced courses, and electives. A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student's adviser or any other departmental staff member.

adviser or any other departmental staff member.

Special programs are offered in conjunction with Greensboro College for teacher training in the areas of learning disabilities, the mentally handicapped, and the emotionally handicapped. A program in early childhood education, leading to certification in elementary education with a major in psychology, is available. Students in the Administration of Justice program may also specialize in psychology. A complete major program is offered at night for students enrolled through the Center for Continuing Education. General Psychology and Introduction to Personality are available at night. Other courses are generally offered alternately during the day and at night.

Field experiences are encouraged. Recent majors have received credit for activities such as work in the community with autistic, retarded, and emotionally disturbed children; with the elderly; and with children at the YWCA. Similarly, the department encourages students to pursue their interests in specific topics not offered as regularly scheduled courses through independent studies. Should the student wish to undertake original research, the department offers assistance toward presentation of papers at professional meetings and/or publication. For qualified students wishing to make the practice or teaching of psychology a vocation, the department offers guidance toward graduate training.

**200 General Psychology. 4. (Department)**  
 Introduction to the science of behavior including study of motivation, learning and remembering, perception and thinking, psychological testing, and

# PSYCHOLOGY

behavior disorders. Counts toward social science requirement.

**224 Developmental Psychology. 4. (Adams)**

Psychological aspects of human growth and development from birth through death, with emphasis on emerging capacities and expanding behavior. Includes field work. Counts toward social science requirement.

**232 Introduction to Personality. 4.**

(Godard/Zweigenhaft) The nature of personality and its development; motivation, varieties of adjustive behavior, personality measurement, concepts of personality, and mental health. Counts toward social science requirement.

**301 Research Methods. 4. (Morse)**

Application of methods for collecting and handling behavioral science data and for making inferences from such data. Prerequisite: Psychology 200.

**302 Learning and Behavior Modification. 4.**

(Morse) Laboratory course in theory and application of conditioning and complex learning, including principles of reinforcement and stimulus control. Emphasis on conditioning and its role in emotionality and psychosomatic disorders. Laboratory training in operant techniques. Prerequisite: Psychology 200. Alternate years, beginning 1982-83.

**331 Educational Psychology. 4.**

Application of research on human learning, motivation, social interaction, and individual differences to teaching and learning problems in the elementary and secondary school classroom.

**332 Industrial and Organizational Psychology.**

4. Application of psychology to problems of employee selection, motivation, training, work environment, and human relations in business, industry, and other organizations. Alternate years, beginning 1982-83.

**336 The Exceptional Child. 4. (Adams)**

Psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, intellectually superior, physically handicapped, and emotionally disturbed; observation of exceptional children in specialized educational settings. Alternate years, beginning 1983-84.

**337 Behavior Disorders in Childhood. 4.**

(Adams) Childhood problems encountered by clinical psychologists, special education teachers, social workers, counselors, and school psychologists examined in the context of normal child

development. Emphasis on psychological factors in deviant and disturbed behavior and treatment procedures. Observation of exceptional children in specialized educational settings. Prerequisite: Psychology 224 or 232. Alternate years, beginning 1982-83.

**340 Psychobiology (Biology 340). 4. (Ludel)**

Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. Alternate years, beginning 1983-84.

**342 Abnormal Psychology. 4. (Godard)**

Abnormal behavior studied in the context of modern life; genetics, sociocultural milieu, and learning in the development and amelioration of behavioral abnormality. Prerequisite: Psychology 200 or 232.

**343 Sensory Systems (Biology 343). 4. (Ludel)**

Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus, and measurements of sensory abilities. Laboratory work.





Prerequisites: two prior courses in biology and/or psychology. Alternate years, beginning 1982-83.

**344 Psychological and Educational Testing. 4.** (Adams) Construction, administration, scoring, and interpretation of psychological and educational tests, questionnaires, and scales. Prerequisite: Psychology 301. Alternate years, beginning 1982-83.

**347 Social Psychology. 4. (Zweigenhaft)** Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: Psychology 200 or 232 or consent of instructor.

**441 Theories of Personality. 4.** (Godard/Zweigenhaft) Major theoretical attempts to explain human personality, basis on relevant clinical and experimental data. Open to senior psychology majors or by consent of instructor.

**445 History and Contemporary Issues. 4.** (Departmental) Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Prerequisite: senior standing and five courses (20 credits) in psychology, including 301. Non-majors admitted by departmental approval.

**450 Special Topics. 4.** See page 24. Recent offerings include Psychohistory, Cross-Cultural Psychology, and Sleep and Dreams. May be offered also at 250 level.

**460 Research Problems. 1-4.** Intensive reading and/or independent research on a topic of interest to the student. By departmental approval. May be offered also at 260 level.

**470 Senior Thesis. 4.**

**490 Departmental Honors.** See page 26. Credit to be determined.



*John H. Stoneburner, Craven Professor of Religious Studies, Chair*  
*R. Melvin Keiser and J. Floyd Moore, Professors*  
*William R. Rogers, Professor of Psychology and Religious Studies*  
*Joseph W. Groves, Assistant Professor*

Religion is the dimension of mystery and ultimate meaning in life. In the exploration of this dimension through religious studies, the student encounters many questions of both personal and cultural import, such as: Who am I? What are the fundamental commitments by which I live my life and make my decisions? What is the nature of the physical and social world in which I live as a self? What should I do and be in relation to the ultimate mystery of God? How do our metaphors and myths express this mystery and transform our selves? Since these questions are inherently interdisciplinary, explorations of them involve not only religious but also the intersection of religion with the humanities and the arts, the natural and social sciences.

Central to the tradition of the Society of Friends is the individual religious quest into the complexity of existence. The religious studies faculty seeks to encourage students in this quest, making them aware of real and difficult questions and assisting them in working out personal answers in the light of solutions offered by contemporary culture, the Christian tradition, and other religious traditions.

The search is initiated in 100 and 200 level courses. All Guilford students may enroll in these and satisfy a part of the humanities requirement. With permission of the instructor, more difficult or more narrowly defined upper level courses may be used for the same purpose or to develop further personal religious reflection.

Students continuing the search may choose a major in religious studies. Their reasons for doing so will vary: to acquire a

deep and broad liberal arts education, to prepare for graduate school in order to teach in college or high school, or to prepare for a career in the ministry or religious education. Majors are encouraged to work out, in consultation with an adviser, individual programs according to their own interests and needs and their own reasons for majoring in religious studies. However, all are generally expected to engage in work that is contemporary, interdisciplinary, historical, Biblical, and ethical. The usual pattern includes two contemporary courses, such as Contemporary Images of the Self, Contemporary Theology, or God and Language; one interdisciplinary course, such as Religion and Psychology or Science or Poetry; one historical course, History of Christianity; two Biblical courses, Old and New Testament; one ethics course, such as Christian Ethics or Christian Attitudes on War and Peace.

## INTRODUCTORY COURSES

### **100 Myth, Dream, Metaphor. 4. (M. Keiser)**

Consideration of the nature of religion within existence by exploring how symbols function in dream, myth, and literature through such writers as Jung, Barfield, Eliade, Campbell, Ricoeur, McFague, Hopkins, Herbert, Woolman, and C.S. Lewis. Counts toward humanities requirement.

### **101 History of Religion in America. 4.**

**(J. Stoneburner)** Exploration of development of religion in American culture through writings from American Indians, Puritans, the Enlightenment, Transcendentalists, Revivalists, Utopians, Black Religion, and 20th century theological views of American religious history, in the effort to make students more aware of their religious heritage and to help them clarify personal views about religion. Counts toward humanities requirement.

### **102 Christian Imagination. 4. (M. Keiser)**

## RELIGIOUS STUDIES

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Inquiry into nature of Christianity as expressed in a variety of genres in literature and the arts, drawn from Biblical, medieval, and modern culture. Counts toward humanities requirement.

**103 Contemporary Issues: Religious and Social. 4. (Moore)** Exploration of religious issues within the contemporary social context. Counts toward humanities requirement.

**104 Existentialism and the Death of God. 4. (M. Keiser)** Investigation of freedom, self, death, and God in Christian, Jewish, and atheistic Existentialist thinkers such as Sartre, Marcel, Buber, Camus, Keen, and Tillich. Counts toward humanities requirement.

**105 Prophecy and Ecstasy. 4. (Groves)** Explores the nature of ecstatic religious experience in different cultures, focusing on primitive societies, Biblical times, and modern society. Analyzes these religious experiences by applying the tools of anthropology, sociology, and psychology. Counts toward humanities requirement.

**202 Eastern Religions. 4. (Moore)** Hinduism, Buddhism, Islam; resemblances to and differences from the attitudes and presuppositions of Christianity and Judaism. Fulfills intercultural requirement or counts toward humanities requirement.

**203 Buddhism (Philosophy 203). 4.** See page 120.

**204 Islam. 4. (Groves)** Studies the historical development of Islam, the content of the Qur'an, Muslim religious practices, and Islam's relationship to Western culture and religion. Fulfills intercultural requirement or counts toward humanities requirement.

**210 Quakerism. 4. (Moore)** History and principles of the Society of Friends; how the Quaker impulse spread and found expression under various conditions. Counts toward humanities requirement.

**215 Old Testament. 4. (Groves)** Explores the varied modes of religious expression in the Old Testament, emphasizing the nature of history, myth, and prophecy. Studies their interactions and differences as they deal with the nature of God, humanity, and the community of Israel. Fulfills the history requirement or counts toward the humanities requirement.

**216 New Testament. 4. (Groves)** Explores the

literature of the New Testament, emphasizing the manner in which each writer tries to express an understanding of the person and work of Jesus in relation to the early Christian community. Counts toward the humanities requirement.

**221 Philosophy of Religion (Philosophy 221). 4.** See page 120.

**232 Christian Ethics. 4. (Moore)** Principles and contemporary problems, including those of church, family, community, state, economic order, society, and the world community. Counts toward humanities requirement.

**233 Christian Attitudes on War and Peace. 4. (Groves)** Explores the problems surrounding the use of violence through a study of the principal Christian attitudes toward warfare: pacifism, the just war theory, the crusade, and liberation theology. Emphasizes the religious and philosophical bases of these attitudes and their application to current international crises. Counts towards humanities requirement.

## INTERMEDIATE COURSES

**300 Contemporary Theology. 4. (M. Keiser/J. Stoneburner)** The contemporary Christian theological situation in America and Europe approached through a consideration of several religious thinkers of the previous and present generations, such as Barth, Bullmann, Tillich, the Niebuhrs, Moltmann, Cox, Cobb, Daly, and Küng. Alternate years, beginning 1983-84. Prerequisite: permission of instructor. Counts toward humanities requirement.

**310 Religion: An Interdisciplinary Perspective. 4. (M. Keiser/J. Stoneburner/Groves)** Explorations in problems lying on the boundaries between religion and the natural and social sciences and the humanities; taught jointly with faculty from other disciplines. Topics may include Freud, Jung, Rank (with psychology); Science and Religion (with chemistry or geology); Realization of the Self through Love (with English). With different content, may be repeated more than once. Prerequisite: permission of instructor. Counts toward humanities requirement.

**320 Contemporary Images of the Self. 4. (J. Stoneburner)** Inquiry into nature and destiny of the self as viewed by a number of significant religious and secular thinkers such as Camus, Wiesel, Pieper, Skinner, Kazantzakis, Niebuhr, Marcuse, Silone, and Herschel. Counts toward humanities requirement.

**337 History of Christianity. 4. (J.**

**Stoneburner)** Development of Christianity from its beginnings to the end of the 19th century through a consideration of major thinkers, events, and institutions. Alternate years, beginning 1983-84. Counts toward humanities requirement.

**351 Primitive Myth. 4. (M. Keiser)** Is myth indispensable to being human? What is the nature and function of myth and symbol? How does myth relate to self, sexuality, society, nature, time and ultimate reality or the sacred? Why do primitive cultures engage in this imaginative play in story and ritual? Is there in our modern scientific culture a comparable mythic dimension? Exploration of the nature of primitive myth, in comparison with modern mythology, through such thinkers as Campbell, Sewell, Eliade, Capra, Jung, Levi-Strauss. Fulfills intercultural requirement or counts toward humanities requirement.

**ADVANCED COURSES****422 Contemporary Religious Problems. 4.**

**(M. Keiser)** Exploration of one major contemporary thinker or problem, such as Religion, Language, and the Body (Merleau-Ponty); God and Language (Wittgenstein); Religion and Symbol (Ricoeur). With different content, may be repeated more than once. Prerequisite: permission of instructor. Counts toward humanities requirement.

**440 Seminar in Historical Studies. 4.**

**(M. Keiser/J. Stoneburner)** Consideration of influence of one or several formative thinkers on religion, the religious situation within one cultural period, the religious history of a particular country, or a specific historical theme. With different content, may be repeated more than once. Prerequisite: permission of instructor. Counts toward humanities requirement.

**445 Seminar in Biblical Studies. 4. (Groves)**

Intensive consideration of a single topic, such as the prophets, the growth of Old Testament books, methods of biblical interpretation, the synoptic gospels, the theology of Paul, apocalypticism. Prerequisite: Religion 215 or 216 or permission of the instructor. Counts toward humanities requirement.

**450 Special topics. 4.** See page 24. Possible offerings include *Feminine Images in Biblical and Christian Literature*; *Propheticism: Archaic, Biblical, and Modern*; *Passion: From Plato to Polanyi*; *Social Reform and Personal Therapy: 19th and 20th Century American Religion*. May be offered also at 250 level.

**460 Independent Study. 1-4.** Individual formulation of and completion of a study of a significant problem in the field of religion, such as Play, Celebration, and Worship; Existential Psychology; Alchemy; Contemporary Social Change in the Church; Creativity and Imagination. May be offered also at 260 level.

**470 Senior Thesis. Credit variable.** Individual study culminating in a thesis, which, in consultation with the adviser, may be submitted for departmental honors. Recent titles are *Mysticism: East and West*; *The Religious Thought of Giordano*; *The New Being: A Critique of Tillich's View of Jesus Christ*; *Myth, Language, and Body: Faulkner and Merleau-Ponty*; *Beyond Relativism: Living Language and Commitment*.

# Sociology and Anthropology

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*Knowledge without concern and concern without knowledge are incomplete; they are much in need of each other to provide directions and techniques for understanding and improving the human condition.*

138

Cyrus M. Johnson, *Professor, Chair*  
 Paul E. Zopf Jr., *Dana Professor*  
 Barton A. Parks and Vernie Davis, *Associate Professors*

Sociology is a way of studying human organization, dynamics, and problems, and the cultural environment that springs from the human mind. Although the Guilford department does not offer a major in anthropology, it does offer an introductory course and integrates a substantial amount of anthropology into many of its courses, blending the humanistic and scientific aspects of the two fields, so that both objective appraisal of social life and concern for the quality of human life are parts of the perspective. Knowledge without concern and concern without knowledge are incomplete; they are much in need of each other to provide directions and techniques for understanding and improving the human condition.

The major consists of eight courses (32 credits), including Principles of Sociology, Social Problems, Methods of Research, and Social Theory. Beyond these, the variety of courses makes it possible for students to tailor major and related field programs to their own interests and long-range plans. These plans may be furthered by differing emphasis within the program. Students may train for various careers using the bachelor's degree; they may look toward graduate school; or the goal may be certification for secondary school teaching or concentration in social services. A related field supports and broadens the major.

The major in sociology can be completed at night by students enrolling through the Center for Continuing Education. The department offers an introductory course every semester and the remaining required courses for the major are rotated on a two-year cycle. Additional work in sociology is offered at night as needed.

Career preparation is important in the department and is based on the concept of sociology-anthropology as both humanistic and scientific. Recent graduates have gone into such areas as professional sociology and anthropology, social services in a wide range of agencies, religious organizations, youth services, community planning, and the Bureau of the Census. Other graduates have become YMCA or YWCA officers; staff specialists with members of Congress; journalists or editors; members of police departments; court officers; corrections personnel; teachers in high schools and colleges; or volunteers in the Peace Corps, VISTA, or charitable and welfare agencies.

During the college years, there are many opportunities for field work with various kinds of private and public agencies, independent study projects, off-campus seminars, seminars on special topics, and honors work. There are ample opportunities to study with instructors who are seriously concerned with the best development of each student and who have made major commitments to high-quality teaching. A semester or a summer of study abroad or in a markedly different part of the student's own culture also is encouraged to help strengthen the cross-cultural perspective.

In addition to the specific content listed, each course focuses to some extent on social processes, especially those that help to create and resolve social problems.

## **101 Principles of Sociology. 4. (Department)**

The most significant principles developed in the field illustrated through problems and cultural area studies; scientific approaches to the study of society, the culture concept, social structure, social processes, and socialization. Counts toward social science requirement.

**102 Social Problems. 4. (Department)** Content may vary with the instructor, but each course develops a frame of reference for the study of social problems and covers some of the major problems of contemporary society. Counts toward social science requirement.

**221 Sociology of Rural and Developing Areas. 4. (Zopf)** Demography and human ecology of rural areas, social organization and structure, social processes, socioeconomic development of emerging nations. Fulfills intercultural requirement.

**222 Sociology of Urban Life (Administration of Justice 222). 4.** Urban ecology, processes, and social institutions; community and problems of community organization in urban settings; major problems generated by urbanization including selective migration, segregation, and the quality of urban life.

**224 Marriage and the Family. 4. (Department)** Interrelationships between family, society, and individual; dynamics of family interaction over its life cycle; cross-cultural, historical, and contemporary.

**223 Criminology (Administration of Justice 233). 4.** See page 65.

**265 Racial and Ethnic Relations. 4. (Johnson)** Racial and ethnic differences, similarities, and relationships; attitudes about race and ethnicity; present status of racial and ethnic groups; dynamics of their changing relations.

**318 Demography (Administration of Justice 318). 4. (Zopf)** Theory, determinants, and consequences of population conditions; size and distribution; composition, vital processes, migration, and growth of population; emphasis upon problem aspects, especially excessive size and rate of growth.

**335 Introduction to Social Service. 4. (Department)** Analysis of social work profession; interrelationships between social welfare programs and sectors of the economic system; problems of clients and professionals. Prerequisite: Sociology 101 or 102 and permission of instructor.

**337 Field Work. 4. (Department)** Supervised and reported experience in social agencies, organizations, or related institutional services. Prerequisite: Sociology 335 or permission of instructor. Only 4 credits may count toward major.

**339 Methods of Research. 4.** Examination of the scientific method; the philosophy, logic, and

potential of social science; introduction to the major research method and techniques of sociology. Open only to majors or by permission of instructor.

**353 Cultural History of Latin America. 4. (Zopf)** Iberian cultures, pre-Columbian Indian civilizations, discovery and conquest, the colonial perspective, and the emergence of the independent republics; sociocultural development and the contemporary situation; current problems. Fulfills intercultural requirement.

**354 Cultural History of South Asia. 4. (Beidler)** Study of major cultural institutions of India, Pakistan, Nepal, and Ceylon in historical perspective, including village and urban life, language, literature, art, political and social structure. Fulfills intercultural requirement.

**392 Introduction to Anthropology. 4.** Physical development of man from fossil prehomnids to modern man; the archaeological past and its relation to the present; the development of cultural man; cultural anthropological concepts; major cultural systems; sociocultural change. Fulfills intercultural requirement.

**440 Social Theory. 4. (Zopf)** Basic social theory and non-theoretical thought; early philosophical bases, 19th-century thought, and contemporary theory; current state, usefulness, and shortcomings of the existing body of social theory; emphasis upon social and cultural systems. Open only to majors or by permission of instructor. Prerequisite: Sociology 339.

**450 Special Topics. 4.** See page 24. Recent topics include Sociology of Medicine and Health, Community Mental Health, Sociology of War and Peace. May be offered also at 250 level.

**460 Independent Study. 1-4.** Recent studies include Child Socialization in a Kibbutz, Race and Ethnic Relations in England. May be offered also at 260 level.

**470 Senior Thesis. 4.** A sampling of topics is exemplified by those listed for Independent Study.

**490 Departmental Honors. 4.** See page 26. Honors and credit for grade of B or above; credit only for grade less than B.





## SPORT STUDIES

*Jerald D. Hawkins, Associate Professor, Chair*  
*Herbert T. Appenzeller, Professor*  
*Joyce P. Clark and Stuart Maynard, Associate Professors*  
*John E. Jensen, Assistant Professor*  
*Geoffrey M. Miller, Instructor*  
*Charles E. Forbes and Thomas V. Saunders*

The Department of Sport Studies seeks to achieve its goal of "a sound mind in a sound body." Programs include professional preparation in teaching and coaching, sport management, sports medicine, and an activity program.

Students in the elective activity program may receive up to 4 academic credits in courses including aquatics, archery, dance, horseback riding, physical fitness, racquetball, softball, tennis, and weight training.

A Bachelor of Science degree program in physical education (teacher/coach preparation) offers the potential for teacher certification in kindergarten grades through secondary school. Candidates participate in laboratory experiences in area schools, recreation programs, and facilities for exceptional persons.

A Bachelor of Science degree program in sport management is offered for those students desiring a career in one of the many segments of the sports business community. This interdisciplinary program is conducted in cooperation with the college's department of management.

A Bachelor of Science degree program is offered in sports medicine. Students desiring to pursue careers in sport injury management (athletic training) or exercise science are afforded the opportunity to study in the specific area of their choice.

All three sport studies programs contain strong interdisciplinary and field-based components with significant opportunities for practical experience.

### **100 Basic Activities. 1. (Department)**

Instruction in a variety of activities such as ballet, ice skating, gymnastics, swimming, golf, tennis,

racquetball, horseback riding, basketball, volleyball, and softball.

**101 Tennis and Softball. 1. (Jensen)** Emphasis on skill development, methods, materials, and evaluation techniques. For majors.

**102 Aquatics and Recreational Sports. 1. (Forbes)** Emphasis on skill development, methods, materials, and safety skills. For majors.

**103 Golf and Archery. 1. (Jensen)** Emphasis on skill development, methods, materials, and evaluation techniques. For majors.

**104 Gymnastics. 1. (Forbes)** Emphasis on skill development, methods, materials, and safety skills involved in stunts, tumbling, floor exercise, apparatus, and trampoline activities. For majors.

### **240 Foundations and Principles of Physical**



**Education. 2. (Maynard)** A study of the historical and philosophical concepts of physical education and cognate areas.

**242 First Aid. 2. (Maynard)** A study of basic first aid and emergency care procedures resulting in American Red Cross first aid and cardiopulmonary resuscitation certification.

**244 Personal and Community Health. 2. (Maynard)** A study of basic concepts of personal and community health with emphasis on contemporary health issues.

**321 Kinesiology. 4. (Hawkins)** A study of the neuromuscular and mechanical principles which influence human movement. Prerequisites: Biology 341, 342.

**323 Exercise Physiology. 4. (Hawkins)** A study of human physiological responses to physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory, and nervous systems and various training programs and testing procedures related to each. Prerequisites: Biology 341, 342.

**325 Fundamental Concepts in Sports Medicine. 2. (Hawkins)** A study of basic principles involved in the prevention, care, and rehabilitation of sports injuries. Prerequisites: Biology 341, 342.

**330 Introduction to Sport Management. 4. (Appenzeller)** An introductory course designed to acquaint students with career possibilities for sport management personnel within various segments of the sports industry community.

**332 Research Methods. 4. (Department)** A study of the methods and materials utilized in sport research.

**336 Psychological Aspects of Sport. 2. (Department)** A study of basic concepts and theory related to the relationship of psychology and sport. Emphasis is placed on current research.

**343 Fall Team Sports. 4. (Department)** A study of the fundamentals, methods, materials, coaching theory and strategy in football, volleyball, soccer, conditioning, and weight training.

**344 Winter and Spring Sports. 4. (Department)** A study of the fundamentals, methods, materials, coaching theory and strategy in basketball, baseball, track and lacrosse.

**346 Physical Education for the Exceptional**

**Child. 2. (Clark)** A study of the methods and materials used in teaching physical education activities for physically, mentally, and emotionally impaired persons.

**348 Physical Education for the Elementary School. 4. (Clark)** A study of the methods and materials utilized in the effective teaching of movement activities. Content includes folk, square, and social dance. Practical school experience.

**360 Seminar in Teaching. 1. (Clark)** Firsthand teaching experience in a variety of situations. Pass/fail grading. May be repeated three times.

**361 Organization and Administration of Intramurals. 1. (Clark)** A study of the organizational and administrative concepts involved in the development and implementation of an effective intramural program.

**421 Nutritional Aspects of Sport Performance. 2. (Hawkins)** A study of the effects of foods and other ingests on athletic performance. Content includes diet analysis, special diets, weight control, and the use of ergogenic aids.

**425 Advanced Concepts in Sports Medicine. 4. (Hawkins)** An in-depth study of advanced sports medicine concepts including a comprehensive examination of orthopedic aspects of sports injuries, administrative procedures in sports medicine, and research and diagnostic techniques in exercise physiology. Prerequisites: Physical Education 323, 325.

**429 Sports Medicine Internship. 8. (Hawkins)** Field experience in one or more of the following areas of sports medicine: athletic training, exercise physiology laboratory techniques, or exercise prescription and leadership. Prerequisites: Physical Education 323, 325.

**432 Legal Aspects of Sport. 4. (Appenzeller)** A study of the legal aspects of sport in contemporary society. Emphasis is placed on those legal issues that relate to amateur sports.

**435 Seminar in Sport Management. 2. (Appenzeller)** A study of problems, issues, and trends in sport with a systematic review of the material in other sport management courses.

**439 Sport Management Internship. 8. (Appenzeller)** Field experience in sport management, culminating in the completion of a research project.

**441 Organization and Administration of**

**Physical Education and Athletics. 4. (Hawkins)**

A study of the organizational and administrative aspects of the school physical education and athletic programs. Emphasis is placed on administrative philosophy, programming, and budget theory. Prerequisites: Sport management students must have completed Management 120; all students must have completed Physical Education 240.

**443 Measurement and Evaluation in Physical Education. 2. (Department)** A study of various evaluation techniques utilized in physical education including tests of physical and motor fitness,

anthropometric measures, and basic statistical techniques.

**460 Independent Study. 1-4. (Department)** Independent research in an area of special interest under the direction of appropriate faculty. Prerequisite: permission of department. May be offered also at 260 level.

Students wishing to enroll in a 2 credit course must enroll in two such courses unless departmental permission is granted for single course enrollment.



DEPARTMENT OF SPORT STUDIES  
Major Program Requirements

In addition to the College Core requirement (56 semester hours), the following courses are required for completion of the physical education, sport management and sports medicine majors:

Physical Education Major Courses		Sport Management Major Courses		Sports Medicine Major Courses	
SPST 101	1	SPST 240	2	SPST 240	2
SPST 102	1	SPST 330	4	SPST 242	2
SPST 103	1	SPST 332	4	SPST 244	2
SPST 104	1	SPST 336	2	SPST 321	4
SPST 240	2	SPST 432	4	SPST 323	4
SPST 242	2	SPST 435 (2)	4	SPST 325	2
SPST 244	2	SPST 439	8	SPST 336	2
SPST 321	4	SPST 441	4	SPST 346	2
SPST 325	2			SPST 421	2
SPST 336	2		32	SPST 425	4
SPST 343	4			SPST 429	8
SPST 344	4			SPST 443	2
SPST 346	2				
SPST 348	2				36
SPST 360 (2)	2				
SPST 441	4				
SPST 443	2				
	40				
Related Courses		Related Courses		Related Courses	
BIO 341	4	MGMT 120	4	BIO 341	4
BIO 342	4	MGMT 141	4	BIO 342	4
PSY 331	4	MGMT 224	4	CHEM 111	4
ED 221	4	MGMT 225	4	CHEM 112	4
ED 367	4	MGMT 321	4	BIO/PSY 340	4
ED 420	4				
ED 440	12		20		20
	36				
		Electives	20	Electives	16
TOTAL	132	TOTAL	128	TOTAL	128

# VII. Personnel

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Elizabeth G. Parker, George  
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J. Paul Reynolds, Wilmington  
Dewey L. Trogdon, Greensboro  
Rufus White, Greensboro  
Luby R. Casey, Goldsboro, Emeritus  
Byron Haworth, High Point, Emeritus  
Helen G. Hole, Providence, RI, Emeritus  
Hugh W. Moore, Greensboro, Emeritus  
L. Elton Warrick, Goldsboro, Emeritus  
William E. Fulcher, Faculty Representative  
Paul E. Zopf Jr., Alternate Faculty  
Representative  
Roger Pettingell '83, Student  
Representative

## BOARD OF VISITORS, 1981-82

The Board of Visitors of Guilford College is a group interested in and informed about the programs at Guilford College. Members advise administrative officers and trustees of the college, serve as ambassadors of good will for the college, and otherwise aid Guilford in accomplishing its programs and objectives. Ex officio members of the Board of Visitors are the President of the College, the Chairman of the Trustee Committee on Promotion and Development, the President of the Alumni Association, the Director of Planned Giving, and the Administrative Assistant, Development.

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Wilhelmina Colston, Greensboro

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Majelle M. Soles, Greensboro  
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O. Theodor Benfey, Ph.D.

Roger Pettingell '83

President of the College and Professor of Psychology and Religious Studies

Academic Dean and Associate Professor of English

Director of Financial Affairs

Dean of Students and Assistant Professor of Education

Provost and Assistant Professor of Education

Director of Admissions

Director of the Library with the rank of Professor

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Student Representative to the Administrative Council and President of the Community Senate

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Sara Jeanne Bohn, A.B.

Susan Aubuchon, A.B.

Peter Freyberg, M.A.

Peter Reichard, A.B.

Director

Associate Director

Associate Director

Assistant Director

Assistant Director

Assistant Director

Assistant Director

### Alumni and Annual Giving Office

Andrew Bell, B.A.

Janette Earl, A.B.

George T. Ralls, A.B.

Director of Alumni Affairs and Annual Giving Programs

Assistant to the Director

Staff Officer

### Athletic Department

Herbert T. Appenzeller, Ed.D.

Stuart T. Maynard, M.Ed.

John E. Jensen, M.Ed.

David Bowman, B.S.

Judy Flynn, M.S.

Gayle Currie, B.S.

Director of Athletics and Professor of Education  
Baseball Coach and Associate Professor of Physical Education

Basketball Coach with the rank of Assistant Professor

Assistant Basketball Coach

Basketball Coach

Assistant Basketball Coach, Tennis Coach, Volleyball Coach



---

Charles E. Forbes, M.A.  
David Dowd, M.Ed  
Thomas Saunders IV, M.S.  
Geoffrey Miller, M.S.  
Ray Alley, A.B.

Football Coach  
Assistant Football Coach, Softball Coach  
Assistant Football Coach  
Lacrosse Coach  
Soccer Coach, Tennis Coach

### **Bookstore and Student Mail Boxes**

Delores A. DeSanto

Manager

### **Business Office**

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Richard Coe, Ph.D.  
Reubene Brown  
Venera Hodgins

Comptroller and Affirmative Action Officer  
Associate Business Manager  
Purchasing Coordinator  
Office Manager

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Frances Tomarchio  
Carol Killian, M.A.  
Cathy O. West, M.Ed.

Director of Admissions  
Admissions Counselor  
Academic Counselor  
Academic Counselor

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Charles F. White, A.B.  
Paula Barnes, A.B.

Director of Computer Services  
Assistant Director/Programmer

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Richard Maybee, Ph.D.

David O. Stanfield, B.D.  
George T. Ralls, A.B.  
Anne V. Jones

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of Yearly Meeting Relations  
Director of Government, Corporation, and  
Foundation Relations and Adjunct Assistant  
Professor of Psychology  
Director of Planned Giving  
Development Staff Officer  
Office Manager

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### **Financial Aid Office**

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Director

### **Housekeeping Operations**

Mary E. Lowe

Director

### **Institutional Research Office**

Cyril H. Harvey, Ph.D.

Director and Professor of Interdisciplinary Studies,  
Geology and Earth Science

---

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Associate Director with the rank of Assistant Professor and Curator of the Friends Historical Collection

Joseph Rosenblum, Ph.D.

Head, Reference Services

Nancy Scism, M.S.L.S.

Cataloger

James Payne, M.L.S.

Media Services Librarian

Carole Treadway, B.A.

Quaker Bibliographer

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John H. Lindstrom Jr.

Superintendent, Buildings and Grounds

William Scott

Grounds Manager

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William E. Schmickle, Ph.D.

Director and Assistant Professor of Intercultural Studies and Political Science

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Helen N. Thomas, B.A.S.

Personnel Officer

## **Print Shop, Mail Room, Fleet Cars, Office Machines**

Alex Barker

Coordinator

## **Public Relations and Publications Office**

Jeaneane Williams, B.A.

Director

Jo Anne Jennings, B.S.

Publications Assistant

## **Quaker Programming Office**

Judith W. Harvey, B.A.

Coordinator

## **Ragan-Brown Field House Operation**

Geoffrey Miller, M.S.

Director

Steven Skinner, B.A.

Equipment Manager

Michael Oranch, B.S.

Aquatics Director

Mary Broos, B.S.

Athletic Trainer

David Dowd, M.Ed.

Weight Room Supervisor

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Registrar and Assistant Professor of Mathematics  
Assistant Registrar

Cathy O. West, M.Ed.

## **Student Services**

James Keith Jr., M.A.

Associate Dean; Director of Career Development, Experiential Learning, and Placement; and Adjunct Professor of Sociology

Jane Godard Caris, M.A.	Director of Counseling
Paula A. Swonguer, M.S.	Counselor and International Student Adviser
Robert W. White, M.A.	Director of Housing and Security
Richard Dyer, M.A.	Assistant Director of Housing and Security and Coordinator of Milner Hall
Dan Fredricks, M.A.	Coordinator of English Hall and Retention Counselor
Claudette M. Franklin, M.S.	Assistant to Dean for Minority Student Affairs
Hugh D. Stohler, B.D.	Director of Student Activities
Robert P. Doolittle, M.D.	College Physician
Christin Council, B.S.	College Nurse
Joyce P. Clark, M.Ed.	Director of Intramurals and Associate Professor of Physical Education
Gayle Currie, B.S.	Assistant to the Director of Intramurals
Thomas Saunders IV, M.S.	Assistant to the Director of Intramurals

**FACULTY** (the date following the name indicates the year of appointment)

KATHRYNN A. ADAMS (1980), Assistant Professor of Psychology  
B.S. 1972, M.A. 1975, Ph.D. 1977, University of Alabama  
REXFORD E. ADELBERGER (1973), Associate Professor of Physics  
B.S. 1961, College of William and Mary; Ph.D. 1967, University of Rochester  
MARITZA B. ALMEIDA (1970), Associate Professor of Spanish  
B.S. 1962, Southwest Missouri State College; M.A. (Spanish) 1965, M.A. (English) 1966, Ph.D. 1970, University of Missouri  
CHARLES C. ALMY JR. (1972), Associate Professor of Geology and Earth Science  
B.S. 1957, University of Houston; M.A. 1960, Ph.D. 1965, Rice University  
HERBERT T. APPENZELLER (1956), Professor of Sport Studies and Director of Athletics  
B.A. 1948, M.A. 1951, Wake Forest University; Ed.D. 1965, Duke University  
RUDOLPH S. BEHAR (1968), Associate Professor of English  
B.A. 1960, University of Connecticut; M.A. 1961, Hunter College; Ph.D. 1967, University of Oregon  
WILLIAM BEIDLER (1970), Professor of Philosophy and Intercultural Studies  
B.S. 1950, University of California at Los Angeles; M.A. 1956, University of North Carolina at Chapel Hill; Ph.D. 1958, Osmania University, India  
O. THEODOR BENFEY (1973), Dana Professor of Chemistry and History of Science  
B.S. 1945, Ph.D. 1947, University College, London,

England  
JANE BENDEL (1979), Assistant Professor of English  
B.A. 1966, University of North Carolina at Greensboro; M.A. 1971, Wake Forest University; Ph.D. 1978, University of North Carolina at Greensboro  
DOROTHY V. BOREI (1979), Associate Professor of History and Director of Intercultural Studies  
B.A. 1964, Lycoming College; M.A. 1967, State University of New York at Binghamton; Ph.D. 1977, University of Pennsylvania  
JAMES R. BOYD (1961), Professor of Mathematics  
B.A. 1950, Trinity University; M.A. 1956, North Texas State College  
ROBERT R. BRYDEN (1961), Dana Professor of Biology  
B.S. 1938, Mount Union College; M.S. 1941, Ohio State University; Ph.D. 1950, Vanderbilt University  
WILLIAM C. BURRIS (1964), Professor of Political Science  
B.S. 1954, Wake Forest University; M.A.T. 1955, Emory University; Ph.D. 1964, University of North Carolina at Chapel Hill  
JANE GODARD CARIS (1977), Director of Counseling Services and Adjunct Assistant Professor of Psychology  
B.A. 1961, University of Michigan; M.A. 1969, University of Chicago  
WILLIAM A. CARROLL (1968), Professor of Political Science  
B.A. 1948, Brown University; M.A. 1950, Ph.D. 1963, Georgetown University; Barrister at Law of the Middle Temple

EDWIN G. CAUDILL (1968), Associate Professor of Management  
 B.S. 1950, University of California at Berkeley;  
 Lit.M. 1953, University of Pittsburgh; Ph.D. 1968, American University  
 CLAUDE T. CHAUVIGNE (1965), Associate Professor of French  
 B.A. 1954, University of Nancy, France; M.S. 1963, University of Colorado  
 CAROL A. CLARK (1981), Assistant Professor of Economics  
 Diplome 1968, University of Paris, Sorbonne; B.A. 1969, M.S. 1973, M.A., Ph.D. 1979, University of Michigan  
 JOYCE P. CLARK (1959), Associate Professor of Physical Education and Director of Intramural Sports Program  
 B.S. 1957, Elon College; M.Ed. 1961, University of North Carolina at Chapel Hill  
 MARTHA H. COOLEY (1965), Professor of History  
 B.A. 1960, University of North Carolina at Greensboro; M.A. 1965, Russian Area Certificate 1965, Ph.D. 1971, Indiana University  
 FRED I. COURTNEY (1965), Professor of Management  
 B.B.A. 1949, M.A. 1950, Baylor University; Ph.D. 1967, American University  
 VERNIE DAVIS (1982), Associate Professor of Sociology  
 B.A. 1968, Kalamazoo College; M.A. 1972, Ph.D. 1978, Syracuse University  
 ANN F. DEAGON (1956), Professor of Classical Languages and Director of Classics  
 B.A. 1950, Birmingham-Southern College; M.A. 1951, Ph.D. 1954, University of North Carolina at Chapel Hill  
 DONALD D. DEAGON (1956), Associate Professor of Drama and Speech  
 B.A. 1949, Birmingham-Southern College; M.A. 1954, University of North Carolina at Chapel Hill; Ph.D. 1969, Tulane University  
 REBECCA H. DeHAVEN (1978), Lecturer in Developmental Reading  
 B.S. 1964, M.S. 1968, Radford College  
 CARTER R. DELAFIELD (1966), Associate Professor of English  
 B.A. 1965, M.A. 1967, University of North Carolina at Greensboro  
 BARBARA A. DREYER (1980), Assistant Professor of Education  
 B.S. 1953, Concordia Teachers College; M.Ed. 1958, Ph.D. 1972, Johns Hopkins University  
 LOUIS B. FIKE (1969), Associate Professor of

Political Science  
 B.A. 1960, Franklin and Marshall College; Ph.D. 1969, Brown University  
 RALPH W. FREY (1982), Professor of Accounting  
 B.S. 1964, M.B.A. 1966, D.B.A. 1972, University of Maryland  
 WILLIAM E. FULCHER (1962), Professor of Biology  
 B.S. 1953, North Carolina State University; M.A. 1960, Appalachian State University; Ph.D. 1971, University of North Carolina at Chapel Hill  
 ROBERT SCOTT GASSLER (1980), Assistant Professor of Economics  
 A.B. 1970, Oberlin College; M.S. 1973, Columbia University; M.A. 1976, University of Washington; Ph.D. 1981, University of Colorado  
 JERRY CARIS GODARD (1975), Jefferson-Pilot Professor of Humanistic Studies and Psychology  
 B.S. 1958, M.S. 1960, Auburn University; M.A. 1962, Ed.D. 1966, Columbia University  
 G. RUDOLPH GORDH JR. (1974), Associate Professor of Mathematics  
 A.B. 1966, Guilford College; Ph.D. 1971, University of California at Riverside  
 MARY B. GREENAWALT (1976), Assistant Professor of Accounting  
 A.B. 1972, Duke University; M.B.S. 1974, University of North Carolina at Chapel Hill; C.P.A.  
 JOHN C. GRICE (1975), Assistant Professor of Administration of Justice  
 B.A. 1962, Wittenberg University; M.A. 1976, Graduate School of International Relations, University of Denver  
 JOSEPH W. GROVES (1979), Assistant Professor of Religious Studies  
 B.S. 1966, Georgia Institute of Technology; M.Div. 1972, Louisville Presbyterian Theological Seminary; M.A. 1975, M.Phil. 1975, Ph.D. 1979, Yale University  
 WILLIAM A. GRUBBS (1981), Associate Professor of Accounting  
 B.A. 1963, East Carolina University; M.B.A. 1965, University of North Carolina at Chapel Hill; C.P.A.  
 JAMES B. GUTSELL (1963), Associate Professor of English  
 B.S. 1957, University of the South; M.A. 1962, Ph.D. 1968, University of Connecticut  
 CYRIL H. HARVEY (1966), Professor of Geology and Interdisciplinary Studies  
 B.A. 1952, University of Chicago; B.S. 1953; M.S. 1956, Ph.D. 1960, University of Nebraska  
 JERALD D. HAWKINS (1981), Associate Professor of Physical Education  
 B.S. 1967, Carson-Newman College; M.Ed. 1971,

- Memphis State University; Ed.D. 1975, University of Georgia
- CLAIRE R. HELGESON (1977), Director of Academic Skills Center and Lecturer in English
- A.B. 1960, M.A. 1961, Vanderbilt University
- DAMON D. HICKEY (1975), Associate Library Director and Curator of the Friends Historical Collection with the rank of Assistant Professor
- B.A. 1965, Rice University; M.Div. 1968, Princeton Theological Seminary; M.S.L.S. 1975, University of North Carolina at Chapel Hill
- GRIMSLEY T. HOBBS (1965), Professor of Philosophy
- A.B. 1947, Guilford College; M.A. 1948, Haverford College; Ph.D. 1955, Duke University
- CATHERINE D. HOLDERNESS (1982), Instructor in Management
- B.A. 1972, San Jose State University; M.B.A. 1976, University of Nevada
- HENRY G. HOOD JR. (1964), Associate Professor of History
- B.A. 1948, Haverford College; M.A. 1950, Harvard University, Ph.D. 1957, University of Pennsylvania
- LIGIA D. HUNT (1955), Assistant Professor of Spanish
- B.S. 1941, University of Puerto Rico; M.A. 1954, Columbia University
- JOHN E. JENSEN (1965), Head Basketball Coach with the rank of Assistant Professor
- B.A. 1961, Wake Forest University; M.Ed. 1967, University of North Carolina at Greensboro
- CYRUS M. JOHNSON (1968), Professor of Sociology and Clerk of the Faculty
- B.S. 1939, Wake Forest University; M.A. 1940, Ohio State University; Ph.D. 1963, Duke University
- LEE M. JOHNSON (1980), Assistant Professor of English
- B.A. 1962, Tulane University; M.A. 1970, Ph.D. 1970, Stanford University
- FRANK P. KEEGAN (1975), Assistant Professor of Biology
- B.A. 1968, M.A. 1973, Queens College, N.Y.; Ph.D. 1975, City University of New York
- BOB M. KEENY (1977), Voehringer Professor of Accounting
- B.S. 1951, University of Missouri and Columbia; M.B.A. 1963, University of Missouri at Kansas City; Ph.D. 1967, University of Kansas; C.P.A.
- ELIZABETH B. KEISER (1966), Professor of English
- B.A. 1960, Earlham College; M.A. 1964, Ph.D. 1972, Yale University
- R. MELVIN KEISER (1966), Professor of Religious Studies
- B.A. 1960, Earlham College; B.D. 1963, S.T.M. 1964, Yale University Divinity School; M.A. 1971, Harvard University; Ph.D. 1974, Duke University
- JAMES F. KEITH JR. (1981), Associate Dean of Students, Director of Career Development and Experiential Learning and Placement and Adjunct Assistant Professor of Sociology
- B.A. 1957, Wheaton College (Illinois); M.A. 1965, University of North Carolina at Chapel Hill; additional graduate study at University of Georgia
- MARY R. LIND (1980), Assistant Professor of Management
- B.S. 1972, Duke University; M.B.A. 1980, University of North Carolina at Greensboro
- EDWARD P. LOWE (1972), Professor of Music and Director of Music Programs
- B.M.E. 1954, Simpson College; M.M.E. 1956, Indiana University; Certificate, 1961, Akademie für Musik, Salzburg, Austria
- JACQUELINE LUDEL (1976), Associate Professor of Biology and Psychology
- B.A. 1966, Queens College (New York); Ph.D. 1971, Indiana University
- DAVID F. MacINNES JR. (1973), Associate Professor of Chemistry
- B.A. 1965, Earlham College; M.A. 1969, Ph.D. 1972, Princeton University
- JONATHAN W. MALINO (1976), Associate Professor of Philosophy
- B.A. 1966, Brandeis University; Ph.D. 1975, Columbia University
- SARAH S. MALINO (1979), Assistant Professor of History
- B.A. 1967, Wellesley College; M.A. 1974, M.Phil. 1975, Ph.D. 1982, Columbia University
- ILMA MORELL MANDULEY (1961), Assistant Professor of Mathematics
- B.A. 1947, Friend's School, Holguin, Cuba; D.Sc. 1953, University of Havana, Cuba
- ADRIENNE L. MANNS (1982), Instructor in African History and Afro-American Studies
- B.A. 1968, M.A. 1973, Howard University; M.A. 1979, Johns Hopkins University; Ph.D. candidate, Johns Hopkins University
- RICHARD G. MAYBEE (1981), Director of Government, Corporate and Foundation Relations and Adjunct Assistant Professor of Psychology
- B.S. 1966, M.A. 1971, Central Michigan University; Ph.D. 1978 University of Nebraska
- STUART T. MAYNARD (1951), Associate Professor of Physical Education and Head Baseball Coach
- A.B. 1943, Guilford College; M.Ed. 1953, University

of North Carolina at Chapel Hill

JAMES C. McMILLIAN (1966), Professor of Art

B.A. 1947, Howard University; Certificate 1951,

Academie Julian, Paris, France; M.F.A. 1952,

Catholic University of America

JAMES P. Mc NAB (1978), Dana Professor of

French

M.A. 1963, University of Edinburgh, Scotland;

M.A. 1969, Ph.D. 1972, Duke University

DONALD W. MILLHOLLAND (1965), Associate

Professor of Philosophy

A.B. 1954, Duke University; B.D. 1957, Union

Theological Seminary; Ph.D. 1966, Duke University

J. FLOYD MOORE (1944), Professor of Biblical

Literature and Religious Studies

A.B. 1939, Guilford College; B.D. 1944, Hartford

Theological Seminary; Ph.D. 1960, Boston

University

CLAIRE K. MORSE (1976), Associate Professor of

Psychology and Chair of the Analytical Studies

Team

B.A. 1965, Oberlin College, Ph.D. 1968, Yale

University

RICHARD M. MORTON (1969), Associate

Professor of English

B.A. 1959, M.A. 1960, University of South

Carolina; Ph.D. 1970, University of Georgia

LYNN J. MOSELEY (1977), Assistant Professor of

Biology

B.S. 1970, College of William and Mary; Ph.D. 1976,

University of North Carolina at Chapel Hill

ROY H. NYDORF (1978), Assistant Professor of Art

B.A. 1974, State University College of New York at

Brockport; M.F.A. 1976, Yale University School of

Art

ELLEN J. O'BRIEN (1978), Assistant Professor of

English

B.A. 1972, Kirkland College; M.A. 1974, Ph.D.

1976, Yale University

ELWOOD G. PARKER (1968), Professor of

Mathematics

B.S. 1964, Guilford College; M.A. 1967, Ph.D. 1972,

University of North Carolina at Chapel Hill

BARTON A. PARKS (1980), Associate Professor of

Administration of Justice

B.A. 1960, Rice University; M.A. 1965, Ph.D. 1973,

State University of New York at Buffalo

HERBERT L. POOLE (1966), Library Director with

the rank of Professor

A.B. 1962, M.S.L.S. 1964, University of North

Carolina at Chapel Hill; Ph.D. 1979, Rutgers State

University

GWEN J. REDDECK (1959), Assistant Professor of

Education and Director of Secondary Education

B.S. 1954, High Point College; M.Ed. 1962,

University of North Carolina at Greensboro

FLOYD A. REYNOLDS (1960), Registrar and

Assistant Professor of Mathematics

B.S. 1949, Guilford College; M.Ed. 1954, University

of North Carolina at Chapel Hill

WILLIAM R. ROGERS (1980), President and

Professor of Psychology and Religious Studies

A.B. 1954, Kalamazoo College; B.D. 1958, Chicago

Theological Seminary and University of Chicago;

Ph.D. 1965, University of Chicago

WILLIAM E. SCHMICKLE (1978), Assistant

Professor of Intercultural Studies and Political

Science

B.A. 1968, Davidson College; M.A. 1975, Duke

University; M. Litt. 1976, Institute of Soviet and

East European Studies, University of Glasgow; Ph.D.

1979, Duke University

SAMUEL SCHUMAN (1981), Academic Dean and

Associate Professor of English

B.A. 1964, Grinnell College; M.A. 1966, San

Francisco State University; Ph.D. 1969,

Northwestern University

KENNETH L. SCHWAB (1970), Dean of Students,

Coordinator of Institutional Planning and Assistant

Professor of Education

B.S. 1969, Purdue University; M.Ed. 1972,

University of North Carolina at Greensboro; Ed.D.

1978, Indiana University

PATRICIA N. SCHWAB (1974), Associate Professor

of Education and Director of Elementary Education

and Special Education

B.S. 1965, University of Tennessee; M.S. 1968,

Ed.D. 1971, University of Southern Mississippi

SHERIDAN A. SIMON (1974), Associate Professor

of Physics

B.S. 1969, M.A. 1971, Ph.D. 1978, University of

Rochester

WILLIAM F. STEVENS (1982), Associate Professor

of Management

B.A. 1968, University of Evansville; M.A. 1972,

Ph.D. 1977, Michigan State University

BRUCE B. STEWART (1967), Provost and Assistant

Professor of Education

A.B. 1961, Guilford College; M.Ed. 1962, University

of North Carolina at Chapel Hill

ALEXANDER R. STOESSEN (1966), Professor of

History

B.A. 1954, The Citadel; M.A. 1958, University of

Rochester; Ph.D. 1965, University of North Carolina

at Chapel Hill

JOHN H. STONEBURNER (1968), Craven  
Professor of Religious Studies

B.A. 1958, Earlham College; B.D. 1961, Drew  
Theological School; Ph.D. 1969, Drew University  
JAY L. VAN TASSELL (1979), Assistant Professor  
of Geology and Earth Science

B.A. 1974, Bowdoin College; M.S. 1976, University  
of Wisconsin; Ph.D. 1979, Duke University

KIM VIVIAN (1982), Assistant Professor of Foreign  
Languages

B.A. 1974, M.A. 1976, Ph.D. 1979, University of  
California, Santa Barbara

KENNETH D. WALKER (1962), Associate Professor  
of Mathematics

A.B. 1942, East Carolina University; M.Ed. 1962,  
University of Georgia

ADELE WAYMAN (1973), Assistant Professor of  
Art

B.A. 1965, Vassar College; M.F.A. 1978, University  
of North Carolina at Greensboro

JAMES C. WILLIAMS (1981), Assistant Professor of  
Management

A.B. 1974, M.B.A. 1977, M.A.T. 1981, Indiana  
University

ROBERT G. WILLIAMS (1978), Assistant Professor  
of Economics

A.B. 1971, Princeton University; Ph.D. 1978,  
Stanford University

PAUL E. ZOPF JR. (1959), Dana Professor of  
Sociology

B.S. 1953, University of Connecticut; M.S. 1955,  
Ph.D. 1966, University of Florida

RICHARD L. ZWEIGENHAFT (1974), Associate  
Professor of Psychology

B.S. 1967, Wesleyan University; M.A. 1968,  
Columbia University; Ph.D. 1974, University of  
California at Santa Cruz

## **Emeriti**

CARL C. BAUMBACH, B.M., M.M., Associate  
Professor of Music, 1950-1968

EDWARD F. BURROWS, B.A., M.A., Ph.D.,  
Professor of Non-Western Studies and History,  
1948-1979

FREDERIC R. CROWNFIELD, B.S., S.T.M., Ph.D.,  
Craven Professor of Biblical Literature and Religion,  
1948-1971

TREVA MATHIS DODD, B.A., Associate Library  
Director and Curator of the Quaker Collection with  
a rank of Assistant Professor, 1950-1980

CARROLL S. FEAGINS, B.A., M.A., Ph.D.,  
Professor of Philosophy, 1946-1982

MARY B. FEAGINS, A.B., M.A. Associate  
Professor of German, 1956-82

HIRAM H. HILTY, B.A., B.D., Ph.D., Professor of  
Spanish, 1948-1978

E. DARYL KENT, A.B., B.D., Ph.D., Craven  
Professor of Philosophy and Religion and Professor  
of Non-Western Studies, 1939-1978

HARVEY A. LJUNG, B.S., M.S., Ph.D., Professor  
of Chemistry, Dana Professor Emeritus, 1931-1973

E. KIDD LOCKARD, B.A., M.A., Associate  
Professor of History, 1958-1979

F. MILDRED MARLETTE, A.B., M.A., Professor of  
English, 1948-1979

CLYDE A. MILNER, B.A., M.A., B.D., Ph.D.,  
LL.D., President of the College and Professor of  
Philosophy, 1930-1965

ERNESTINE COOKSON MILNER, B.A., B.S.,  
M.A., Professor of Psychology, 1930-1965

JOSEPHINE L. MOORE, B.A., M.A., Ph.D.,  
Professor of History, 1962-1978

ALGIE I. NEWLIN, A.B., M.A. Dr.Sc.Pol.  
(Geneva), Professor of History and Political Science,  
1924-1966

FRANCES J. NORTON, A.B., M.A., Ph.D.,  
Professor of Psychology, 1966-1980

ROSALIE O. PAYNE, B.A., Instructor in French,  
1963-1977

JOHN M. PIPKIN, A.B., M.A., Assistant Professor  
of Religious Studies, 1963-1979

E. GARNES PURDOM, B.A., M.S., Ph.D., D.S.,  
Professor of Physics, and Professor Emeritus,  
1927-1973

NORTON H. ROBBINS, B.S., M.A., Ph.D.,  
Associate Professor of Economics, 1965-1981

EUGENE H. THOMPSON JR., B.A., M.A.,  
Assistant Professor of French, 1958-1979

EDNA L. WEIS, B.A., B.S., M.A., Assistant  
Professor of English, 1946-1964

## **Greensboro College Music Faculty**

HAROLD G. ANDREWS JR., Professor of Organ  
and Church Music

B.M., M.M., Oberlin Conservatory of Music;  
D.M.A., Boston University

\*DON R. BAKER, Instructor in Percussion

FREDERICK H. BEYER, Associate Professor of  
Music

A.B., Harvard University; M.A., Columbia  
University; D.M., Florida State University

\*JAMES R. DECKER, Assistant Professor of Brasses  
and Woodwinds

B.M.Ed., DePaul University; M.M.Ed.,

Northwestern University

DON W. HANSEN, Professor of Music, Chairman  
B.M., M.M., Northwestern University; Eastman  
School of Music

\*JO PLUM HANSEN, Assistant Professor of  
Stringed Instruments

B.M., M.M., Northwestern University

HENRY B. INGRAHM JR., Associate Professor of  
Piano

B.M., Eastman School of Music; B.M., M.M., Yale  
University; D.M.A., University of Southern  
California

GARRETH M. McDONALD, Associate Professor of  
Music Education

B.M.Ed., University of Nebraska; University of  
Colorado; M.M., Northwestern University

\*RICHARD MORGAN, Director of College  
Concert and Choir

DAVID C. PINNIX, Associate Professor of Piano  
B.M., Oberlin College; M.M., Eastman School of  
Music; D.M.A., University of Rochester

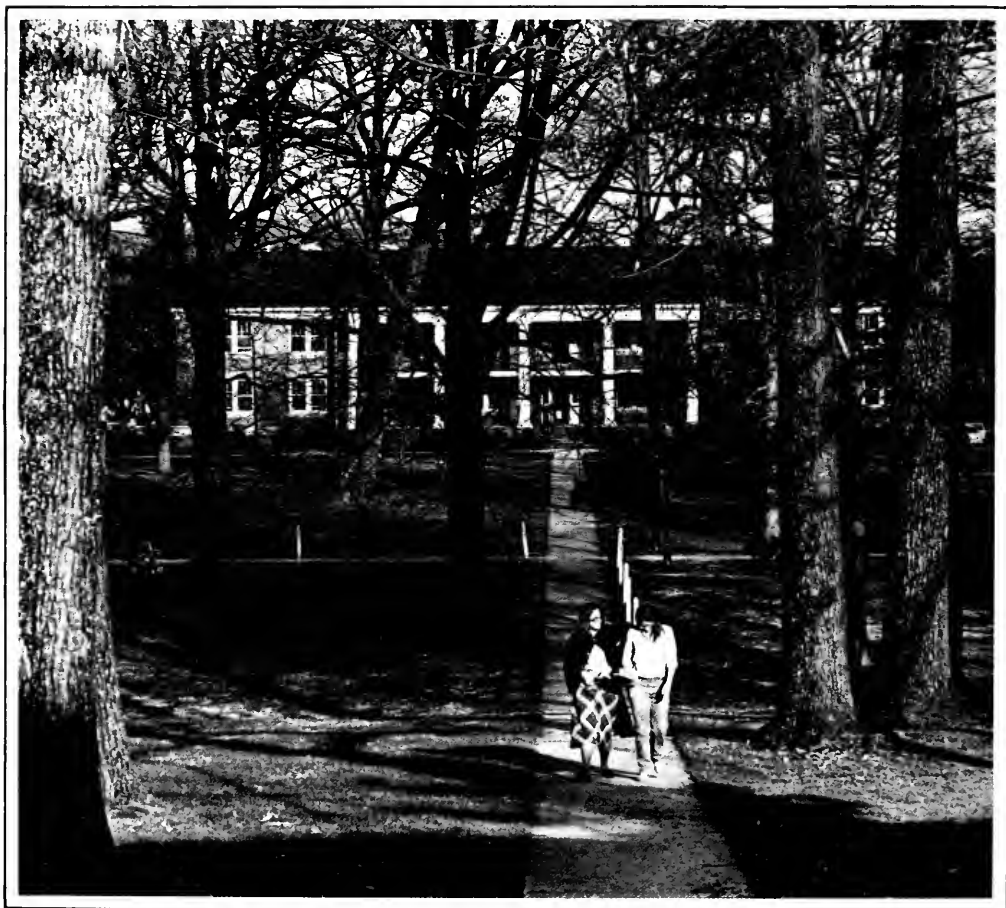
\*PATRICK SULLIVAN, Instructor in Guitar

ELBERT L. WILLIAMS, Professor of Voice  
A.B., Central State College; M.M., Oklahoma  
University; Julliard School of Music; New York  
University

\*ARTHUR WISE, Instructor in Low Brass

ANN WOODWARD, Assistant Professor of Voice  
B.M., Greensboro College; M.A., Teachers College,  
Columbia University

\*Part-time





# VIII. APPENDIX

## Guilford College Calendar 1982-83

### Fall Semester

Black and International Student Orientation - 11:00 a.m.....	Wednesday, Aug. 18, 1982
First Faculty Meetings 9:00 a.m.-4:30 p.m. - Picnic at 6:00 p.m.....	Wednesday, Aug. 18, 1982
New Students Arrive and Orientation Begins at 9:00 a.m.....	Thursday, Aug. 19, 1982
Registration-Cont. Ed. 8:30-10:30 a.m.; Noon-2:00 p.m.; 5:30-8:30 p.m....	Friday, Aug. 20, 1982
Returning Students Arrive - 1:00 p.m.....	Sunday, Aug. 22, 1982
Registration - All Main Campus Students.....	Monday, Aug. 23, 1982
First Classes - Late Registration Fee Applicable.....	Tuesday, Aug. 24, 1982
Last Day to Add Courses.....	Monday, Sep. 6, 1982
Chairpersons Must Submit List of Courses for Next Term.....	Friday, Sep. 10, 1982
Consortium Dinner at Bennett College - 6:30 p.m.....	Thursday, Sep. 16, 1982
Mid-Term Grades Due for Work as of Tuesday, October 5.....	Friday, Oct. 8, 1982
Fall Break Begins - Close of Day.....	Friday, Oct. 15, 1982
Residence Halls Close from 4:00 p.m.....	Friday, Oct. 15, 1982
to 1:00 p.m.....	Sunday, Oct. 24, 1982
Classes Reconvene.....	Monday, Oct. 25, 1982
Last Day for Withdrawal with Grade of W.....	Wednesday, Oct. 27, 1982
Last Day to Withdraw and Receive \$100 Enrollment Fee Refund.....	Friday, Oct. 29, 1982
Preregistration for Second Semester from.....	Monday, Nov. 8, 1982
to .....	Wednesday, Nov. 17, 1982
Night Classes Scheduled for Wednesday, November 24 Will Meet....	Friday, Nov. 19, 1982
Day Classes Normally Scheduled for Wednesday or Friday Will Meet.....	Wednesday, Nov. 24, 1982
Thanksgiving Holiday Begins - 4:00 p.m.....	Wednesday, Nov. 24, 1982
Residence Halls Close from 4:00 p.m.....	Wednesday, Nov. 24, 1982
to 1:00 p.m.....	Sunday, Nov. 28, 1982
Classes Reconvene .....	Monday, Mar. 14, 1983
Continuing Education Students' English Essay/Reading Test.....	Saturday, Dec. 4, 1982
Reading Day.....	Wednesday, Dec. 8, 1982
Exams Begin.....	Thursday, Dec. 9, 1982
Exams End.....	Tuesday, Dec. 14, 1982
Residence Halls Close from 4:00 p.m.....	Tuesday, Dec. 14, 1982
to 1:00 p.m.....	Tuesday, Jan. 11, 1983

### Spring Semester

Registration - Continuing Education Students.....	Tuesday, Jan. 11, 1983
New and Returning Students Arrive - 1:00 p.m.....	Tuesday, Jan. 11, 1983
Registration - All Main Campus Students.....	Wednesday, Jan. 12, 1983
First Classes - Late Registration Fee Applicable.....	Thursday, Jan. 13, 1983
Last Day to Add Courses.....	Wednesday, Jan. 26, 1983
Chairpersons Must Submit List of Courses for Next Term.....	Monday, Jan. 31, 1983
Mid-Term Grades Due for Work as of Friday, February 25.....	Wednesday, Mar. 2, 1983
Spring Break Begins - Close of Day.....	Friday, Mar. 4, 1983
Residence Halls Closed from 4:00 p.m.....	Friday, Mar. 4, 1983
to 1:00 p.m.....	Sunday, Mar. 13, 1983
Classes Reconvene.....	Monday, Mar. 14, 1983
Last Day for Withdrawal with Grade of W.....	Thursday, Mar. 17, 1983
Last Day to Withdraw and Receive \$100 Enrollment Fee Refund.....	Thursday, Mar. 31, 1983
Preregistration for Fall Semester, 1983 from.....	Monday, Apr. 11, 1983
to.....	Monday, Apr. 18, 1983
Reading Day.....	Thursday, Apr. 28, 1983
Exams Begin.....	Friday, Apr. 29, 1982
Exams End.....	Wednesday, May 4, 1982
Commencement.....	Saturday, May 7, 1983

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## Academic Regulations

The following academic regulations are subject to change. In general, however, students may graduate according to the academic regulations stated in the catalog at the time of their entrance. It is the responsibility of students, aided by their advisers, to familiarize themselves with academic regulations, and to plan courses of study that will meet all departmental and college requirements.

### Degree Candidacy

One semester before expected graduation, each student must submit to the Registrar an application for graduation, accompanied by a written statement from the department chairperson indicating that all degree requirements are scheduled for completion at the end of the next semester. Filing an application for graduation incurs a graduation fee of \$20, payable by April 15 or July 15, for May or August graduation respectively. Students who fail to complete all degree requirements by the scheduled graduation date must reapply for graduation. An application should be submitted for the next regular date for conferring degrees with a \$10 duplicate diploma fee.

To receive a diploma, a student must have satisfied all academic requirements, must have cleared all outstanding accounts with the Business Office, and must have no judicial action pending.

A candidate for the Associate of Arts degree continuing study toward the four-year baccalaureate degree must complete the requirements for the Associate of Arts degree and be awarded that degree at least one year prior to the completion and receipt of the bachelor's degree.

When a degree program is discontinued by Guilford College, that degree may continue to be awarded for a subsequent five-year period, provided all requirements for the degree can be met. However, once the degree program has

been terminated, the college is not obligated to continue offering courses necessary to complete that degree.

Students are expected to complete graduation requirements within 10 years of the date of entrance. Credits more than 10 years old offered for graduation by transfer, continuing, or returning students must be validated by the successful completion of at least 16 credits of current work, including the last semester before graduation. This work must be within four regular semesters of graduation.

### Double Majors

Students who, with the consent of their advisers, undertake to complete a double major, *i.e.*, a major in two different departments or curricular areas, will normally complete the requirements for each of the majors chosen. Each of the major fields may be used as the related field for the other major. If the majors offer different degrees (B.A.S., A.B., B.S., etc.), only one degree may be received, the student to select the degree desired. Both majors will be listed at the top of the student's permanent record. If a student returns to Guilford College following graduation to complete a second major, the designation of the original major will not be changed at the top of the permanent record, but a notation will be made at the bottom of the record that the requirements for the second major have been met.

### Second Degrees

Any former graduate who desires a second bachelor's degree of present date from Guilford College must normally spend at least two semesters in additional study, completing satisfactorily (with at least a C average) a minimum of 3 credits of work, at least 16 of these at Guilford, including all prescribed major requirements. Candidates for a second degree are expected to be enrolled at the college

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during their last semester of study. If a student is awarded a second undergraduate degree, notation of the new degree and the date it was awarded will be added to the top of the permanent record.

Students receiving a bachelor's degree from another accredited institution may receive a second bachelor's degree from Guilford by fulfilling the conditions outlined above, with the exception that Guilford's general college requirements must be satisfied either by courses taken at Guilford or by suitable substitute courses from the prior institution. Such students must register through the Center for Continuing Education and have their records reviewed by the Assistant Registrar at entry.

### **Normal Semester Load**

Students working toward a degree normally carry four courses (16 credits) each semester. In the fall and spring terms, 12 to 18 credits are considered a full-time load. During each five-week summer term, 4-6 credits are considered a full-time load. For the 10-week summer term, 8 credits are considered full time.

### **Overloads**

Students who wish to take more than 18 credits in any semester must have the permission of the Academic Dean or the Director of Continuing Education as appropriate. Normally permission is granted only to seniors who need additional credits to graduate with their class. Additional charges are assessed for all credits over 18 per semester, with the exception of those taken by music majors, who pay the extra applied music fee required by their course of study.

### **The Weekly Schedule**

Formal residential campus classes meet on Monday, Tuesday, Thursday, and Friday. Classes are not normally scheduled on Wednesday, which is used for study,

library work, internships, field trips, and conferences with instructors. Continuing education classes meet on Monday-Wednesday and Tuesday-Thursday, or as specified on the semester schedule.

Certain classes meet for four hours each week, others for three hours, and some for only two hours, the frequency of meeting depending upon the nature of the course and the method of instruction.

### **Class Attendance**

The importance of class attendance varies with the nature of the subject matter of the course and the professor's approach. Laboratory attendance is considered an essential part of science and language courses. Classes using discussion techniques and seminars emphasizing student participation are dependent for success on regular attendance by the participants. Individual faculty members make clear their expectations in regard to particular courses, but the ultimate responsibility for class attendance rests with the student.

Sophomores, juniors, and seniors who are on the Dean's List are not required to attend classes but must be present for all announced quizzes and examination and must prepare all required written work. Students on academic probation are allowed no absences except those excused by the Dean of Students. Students who terminate regular class attendance are subject to suspension.

Classes are scheduled to assist students in the learning process, and it is the policy of the college to hold all classes as scheduled. Classes are normally not cancelled in times of inclement weather. However, in case of severe weather hazards, the Academic Dean, in consultation with the Clerk of the Faculty, the Director of Continuing Education, and the Dean of Students, will determine whether scheduled classes will be held. Announcement of cancellation

will be made by the Dean's Office; notices will be posted in Founders Hall, the Office of the Dean of Students, and the Center for Continuing Education. Local radio and television stations and the college switchboard also will be notified. Instructors may make arrangements for make-up classes if they choose to do so.

When classes are not cancelled and commuting students miss classes because of hazardous driving conditions, their absences will be excused and special arrangements will be made to enable the student to make up missed work. Faculty members unable to meet classes in such situations or because of illness will notify their chairperson or the Academic Dean. Proper notice will be placed in the classroom affected at the beginning of the instructional period.

### **Registration Procedures**

Freshman students register in late August during their orientation program.

Returning students preregister for the fall semester during April and for the spring semester during November, but registration must be verified and finalized on the official registration day at the beginning of the next semester.

Freshman students select their courses in conjunction with an appointed adviser. Beginning with the sophomore year, students register with an adviser from their major department, if they have chosen a major. To change from one adviser to another or from one major to another, a student should see the chairperson of the newly selected major department or of the department in which the new adviser serves. In either case a change of adviser form should be completed by the new adviser and delivered by the student to the Registrar.

During preregistration or registration for the fall and spring semesters, Guilford College students also may enroll in courses at Bennett College, Greensboro

College, High Point College, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro, provided the selected courses are not offered at Guilford and enrollment is not filled by the institution's own students. Full credit will be granted, and grades and quality points will be transferred.

### **Changes in Registration: Withdrawal from Courses**

Once registered, the student is responsible for all listed courses, and may change registration only by delivering to the Registrar's Office a Drop-Add slip bearing the signature of the academic adviser and the instructors of the courses dropped or added. Students may add new courses to their schedules during the first week of classes with the adviser's written approval. They may drop courses with a grade of W up to six weeks before the last day of classes in a semester. After that, the regular grade will be given unless the Academic Dean or the Dean of Students authorizes an administrative withdrawal. Grades of WP (withdrawal with a passing grade) or WF (withdrawal with a failing grade) will be used only in those cases when a student withdraws completely from college.

### **Grading System**

A student's grades are determined by daily preparation, participation in class discussion, the quality of written or laboratory work, and the results of quizzes and examinations. The grade of A represents exceptional achievement, B superior, C average, D passing, an F failing.

Plus (+) and minus (-) additions to letter grades may be assigned and will be shown on the student's permanent record. They will not, however, figure in the computation of quality points (for example, B-, B, and B+ will each carry three quality points per credit). Plus (+)

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and minus (-) additions may not be used when assigning a grade of F or a provisional grade.

An X precedes B, C, D, or F whenever, through unavoidable circumstances, the work in the course has not been completed. In such a case, the grade is provisional and may be replaced with a better mark upon completion of the work. The provisional grade becomes the final grade if the course work has not been finished by midterm of the next regular semester. Provisional grades for seniors may not be changed subsequent to graduation. See page 28 for information about pass/fail grading. Information pertaining to W, WP, or WF grades may be found in the immediately preceding section. Only grades of C or better may be counted toward the major. The grade for auditing is N (Non-credit). Occasionally X is recorded to indicate that a grade was not determined. Y signifies that a grade was not received.

### **Grade Reports**

During the regular academic year, midterm progress reports are available through the student's adviser. At the end of each semester, final grades are entered on the permanent record and, if the student's business office and library accounts are settled, a grade report is forwarded to the student, the faculty adviser, and the Dean of Students. Permanent records are unabridged records of all work attempted by students at Guilford College. Confidentiality of student records is maintained according to guidelines publicized by the Office of the Dean of Students.

### **Quality Points (Grade Points)**

One quality point is assigned for each credit of D work, two for C, three for B, and four for A; zero points are assigned for grades of F, X, XF, WF. To be a candidate for a degree, except under the C-Credit Accumulation plan, a student

must have a C (2.00) average.

Cumulative quality point averages are determined by dividing the accumulated quality points by the total credits attempted minus credits in courses marked W or WP, credits taken on the pass/fail option, and transfer credits. Each time a course is taken or repeated, the attempted credits and quality points are entered into the statistics used to compute the quality point average. Students may not repeat for credit any course previously passed with a grade of C or better. The credits for a course can apply toward graduation only once no matter how many times it is passed. Exceptions are the Special Topics courses, whose contents vary, and courses that indicate they may be repeated in the course listings.

Quality point averages are computed at the end of each semester and include only work done at Guilford College and the other consortium institutions. Summer work at High Point College, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro is not included in the computation of the student's quality point average.

### **Transcripts**

Every student may receive one official college transcript without charge, provided all accounts with the college are satisfactorily arranged. Requests for subsequent copies must be made in writing to the Registrar by the former student and should be accompanied by a remittance of \$2 for each copy desired. Transcript requests should be made to the Registrar's Office at least one week before the transcript is needed.

### **Student Classification**

Class standing for students admitted to the baccalaureate degree program is determined at the beginning of each semester. A **freshman** has completed

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fewer than 24 credits toward a degree, a **sophomore** at least 24 credits, a **junior** at least 56, and a **senior** at least 88. A student may not represent or hold office in any class other than the one determined by earned credit.

A **special advisee** is a mature adult for whom normal requirements for admission to a degree program are waived. Special advisees are expected to achieve academically on the college level by the time they have accumulated 24 credits.

An **unclassified student** is one who already holds a baccalaureate degree. Such students may be seeking a second degree or may be non-degree seekers.

Students not seeking a degree from Guilford may enroll in courses at the college. A **visiting student** is one earning college credit to be applied to a degree program at another college or university.

An **auditor** is a student who attends class, listens to lectures, and may participate in class discussion without receiving credit. Auditors may enter any college course for which they have the stated prerequisites, with prior permission of the instructor and payment of a course or laboratory fee where applicable. Auditors register at the usual registration times. If they are part-time or CCE students or carrying an overload, they pay an auditing fee of \$100 per course. Should a course be filled beyond capacity, students enrolled for credit will have priority over auditors, and the instructor or the Registrar may request the latter to withdraw from the course. A full tuition refund will be made in all such cases.

Senior citizens who meet the stated prerequisite for a course may enroll as auditors at a fee of \$25, if space permits. Applicable course and laboratory fees must also be paid.

Each student, except for an auditor, is either a full-time student, carrying at least three courses (12 credits) or a part-time

student, carrying fewer than 12 credits. Part-time students must have the consent of the Dean of Students to room in the residence halls and may participate in college activities only with the approval of the Student Affairs Committee. Rules of the National Association of Intercollegiate Athletics and the Carolinas Conference determine eligibility for intercollegiate athletics.

### Transfer Credits

Transfer students must present an official transcript and a catalog from each college attended, a statement of honorable dismissal, and a complete record of the entrance credentials submitted to the institution from which they wish to transfer. Credit for courses completed with a grade of C or above, bearing some relationship to Guilford's liberal arts curriculum, may be transferred from accredited junior colleges, community colleges, senior colleges, or universities. Courses to be applied to a major at Guilford College must be approved by the chairperson of the major department.

A maximum of 64 credits may be transferred from two-year colleges, and up to 48 credits from two-year technical colleges which are accredited by the Southern Association of Colleges and Schools (or one of its five regional equivalents). Up to 32 credits may be transferred from two-year community colleges, technical colleges, or other two-year institutions not accredited by the Southern Association of Colleges and Schools. All requests for the transfer of credits will be evaluated by the Registrar or, for continuing education students, by the Assistant Registrar at the Center for Continuing Education. Transfer students receive a conversion allowance of up to 1 credit for each 15 semester hours of transfer credit applied to Guilford's degree.

Each transfer student must meet the

college regulations for graduation with respect to all general and area requirements. If one enters with 24 or more credits, Interdisciplinary Studies 101 is not required.

Transfer students from accredited four-year colleges and universities who have completed freshman English requirements with a grade of C or above are not required to take the English Placement Essay and Usage Examination. Credit for freshman English composition and literature work at these schools will transfer according to the normal procedures.

Transfer students from all two-year institutions are expected to take this test, which covers compositional skills (punctuation, grammar, sentence structure, argumentation, and organization) and analytic abilities. Good scores on the test along with a minimum of 6 transfer freshman English composition and literature credits will satisfy the college requirement in English. Otherwise, the student is placed in either English 110, 150, or 151 as determined by the examination. A transfer student with 6 credits in freshman English may enter English 150 or 151 without loss of credit; however, English 110 will be considered a 4-credit duplication of freshman transfer English credit.

All students whose native language is not English take the English Placement and Usage Examination and the Reading Test; and their placement in English 011, 106, 110, 150, 151 is determined by scores on these tests (see page 13).

A foreign language proficiency test is administered to transfer students who have not satisfied the requirement with 6 transfer credits in a foreign language. Through scores on this test, students are placed in the proper level of a foreign language or may be exempt from further language study.

A placement test in mathematics is

recommended for all students who plan to take college mathematics.

**Continuing Admission for Residential Campus Students**

Students who plan to return to Guilford College the following fall semester fill out a continuing admissions form from the Office of the Dean of Students during the spring semester. Those who wish to live on campus also fill out a housing contract.

**Academic Probation**

A Guilford College student will be on academic probation if the cumulative quality point average is below the minimum indicated for the number of college credits attempted.

<b>Attempted Credits (All transfer credits plus all credits attempted at Guilford College)</b>	<b>Academic Probation if cumulative quality point average for work at Guilford is below:</b>
1 — 19.9	1.30
20 — 39.9	1.50
40 — 74.9	1.70
75 or more	1.90

Students placed on academic probation are not allowed any unexcused absences from classes. Their eligibility to continue at Guilford College is contingent upon earning at least a C average during each term of academic probation. Earning a C average during a given term may not remove a student from academic probation, but it will assure eligibility to continue at Guilford.

Academic probation is not considered a punitive measure, but rather an indication that the student needs to make greater effort and should seek special counseling from the academic adviser or from the staff of the Office of the Dean of Students to help surmount difficulties

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which might lead to suspension or dismissal.

### **Separation from the College**

Failure to attain a term average of C by a student on academic probation will subject that student to a review by the Academic Retention Committee. If the committee believes that there were extenuating circumstances surrounding the student's lack of progress and that the student can benefit from additional time at Guilford College, permission may be given to re-enroll for the next term. Continued academic probation will be indicated, and all financial aid may be terminated. If the committee is not convinced that it is in the student's best interest to continue in college, the student will be either suspended for a semester or an academic year, or be dismissed for academic deficiencies.

Suspended students may apply for readmission after their suspension period. If readmitted, they will return on academic probation.

Readmittance of dismissed students is the prerogative of the Academic Dean or the Director of Continuing Education, as appropriate.

### **Withdrawal from the College**

All students who wish to withdraw from the college during a semester or at the end of a semester must apply for permission to withdraw in good standing. Withdrawal forms are available to residential campus students in the Office of the Dean of Students. Continuing education students obtain withdrawal forms through one of the academic advisers at the Center for Continuing Education. See page 47 or page 58 for the schedule of refunds and page 160 for grading regulations. A student who withdraws in good standing may apply through the Admissions Office for readmission to the college at any time.

### **Payment of Tuition and Fees**

Tuition and fees must be paid according to the schedule in Chapter IV. Students who do not fulfill their financial obligations to the college according to this schedule, or who fail to make satisfactory arrangements with the Business Office to pay according to some other mutually agreed upon schedule, may be withdrawn from the college by the Academic Dean.



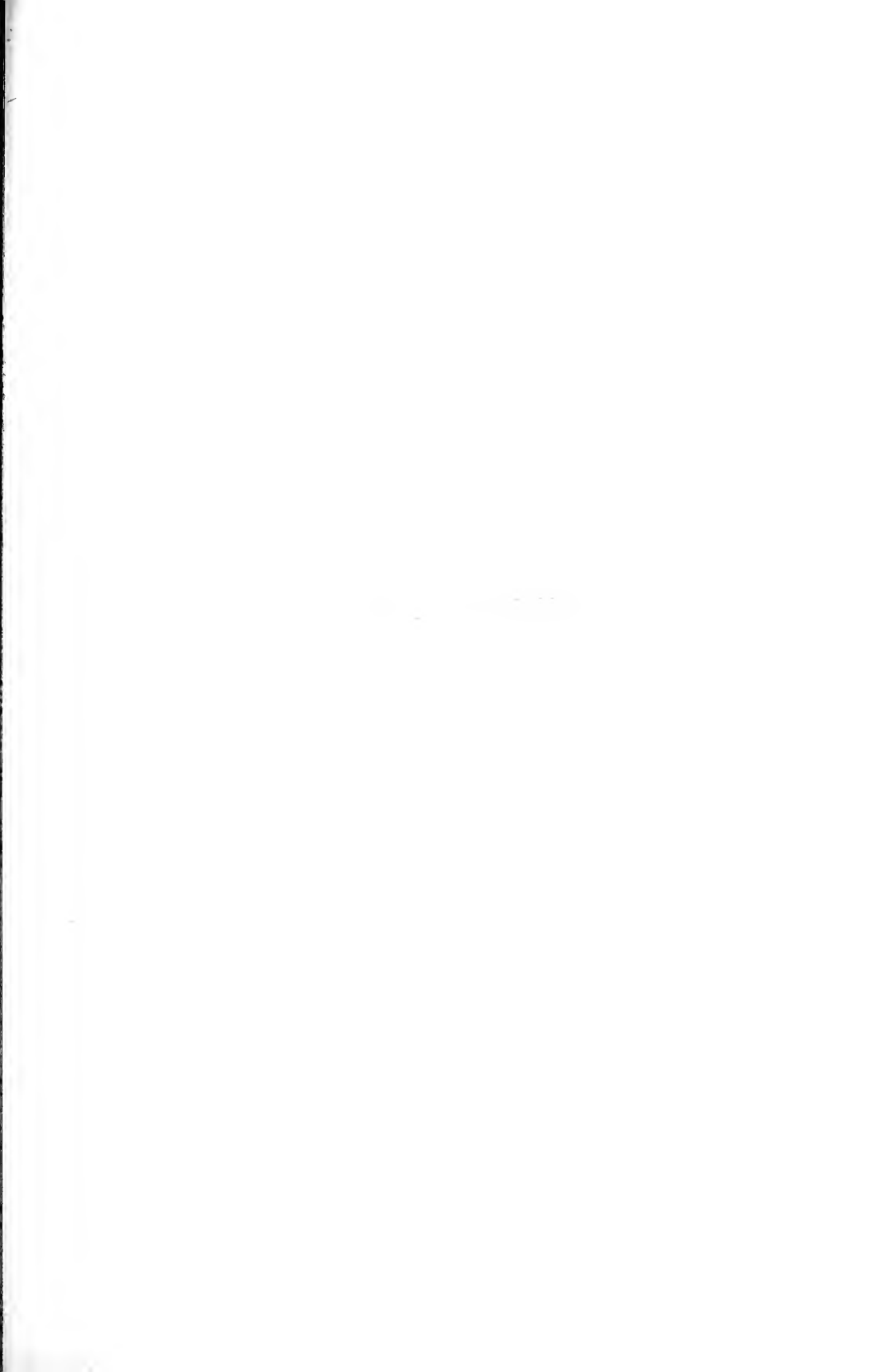
# Index

Academic Advising, Continuing Education	54	College Marshals	29
Academic Probation	163	College Setting	2
Academic Programs	12	College Union	35
Academic Regulations	158	Colloquium, Faculty	35
Academic Skills Center	8, 54	Communications Concentration	16
Accounting	60	Community Involvement	39
Accreditation	11	Comparative Arts	79
Administration of Justice	63	Computer Center	8
Administrative Council	148	Concentrations	16
Administrative Staff	148	Consortia	10
Admissions	41	Continuing Admission for Residential Campus Students	163
Admissions, Continuing Education	56	Continuing Education	52
Advanced Placement	43	Cooperative Programs	21
Advanced Placement Examination (AP)	43	Counseling, Continuing Education	54
Affiliation	11	Counseling Services	33
American College Testing Program Test (ACT)	41	Course Load, Normal	159
Anesthesia Nurses, Post-Professional Program	24	Creative Arts Requirement	14
Appendix	157	Credits More Than Ten Years Old	158
Application Procedure	42	Cultural Opportunities	35
Area Requirements	13	Curriculum II	25
Areas of Study, Continuing Education	52	Dana Auditorium	9
Art	66	Dana Scholars	29, 49
Arts and Crafts Center	37	Day Student Organization	37
Associate of Arts Degree	20	Dean's List	29
Astronomy	123	<i>Degré Second: Studies in French Literature from the Renaissance to the Present</i>	38
Athletic Insurance Coverage	47	Degree Candidacy	158
Athletics and Recreation	40	Degrees Offered	20, 21
Audio-Visual Center, Leak	8	Departmental Clubs	37
Auditor	162	Departmental Majors	14
Biology	70	Departmental Programs	59
Biology Laboratories	6	Discontinued Degree Program	158
Biophile Club	37	Dismissal, Academic	164
Board of Trustees	146	Distribution Requirements	14
Board of Visitors	146	Dormitories	31
Brothers and Sisters in Blackness (BASIB)	37	Double Majors	158
Calendar, College	157	Drama and Speech	80
Campus Living	30	Duke Memorial Hall	6
Campus Organizations	36	Early Childhood Education	87
Career Development and Placement Service	34	Early Decision Plan	43
Career Development and Placement Service, Continuing Education	54	Early Entrance	44
C-Credit Accumulation Plan for Graduation	19	Eastern Music Festival	3
Center for Personal Growth	33	Economics	83
Certified Public Accountant Preparation	24	Education	86
Changes in Registration	160	Electives	19
Chemistry	75	Emeriti	155
Chemistry Laboratories	6	Engineering, Cooperative Program	22
Child Care	55	English	90
Choir	36, 118	English Athletic Leadership Awards	40
Class Attendance	159	English Placement Essay and Usage Examination	13
Class Schedule, Weekly	159	English Requirement	13
Classics	78	Enrollment Fee	46
Classics Concentration	16	Entrance Tests	41
Classification, Student	161	Environmental Studies Concentration	16
Classroom Buildings	6	Evening Schedule	53
College Level Examination Program (CLEP): General and Subject Examinations	43	Explanation of Fees	46

Faculty	4	Job Location and Development Service	51
Faculty, Greensboro College Music	155	<i>Journal of Undergraduate Mathematics</i>	38
Faculty Colloquium	35	Key Fee	46
Faculty Roster	151	King Hall	6
Federal Grants and Loans	51	Laboratories	6
Fees	41, 45, 57	Language Laboratory	8
Fees, Course	45	Late Registration Fee	46
Fees, Explanation of	46	Latin	79
Fees, Music	45	Leadership Recognition	40
Fees, Payment of	47, 164	Learning Resources	4
Field House	9	Lectures	35
Film Series	35	Library	5
Financial Aid	48	Library Research Skills	108
Foreign Language Proficiency Test	14	Linen Service, Fee, and Deposit	46
Foreign Language Requirement	14	Loans	(see Financial Aid)
Foreign Languages	94	Major, Interdepartmental	15
Forestry and Environmental Studies, Cooperative Program	22	Majors and Degrees	21
Founders Hall	35	Majors, Departmental	14
French	95	Management	109
Friends Historical Collection, Library	5	Management of Non-profit Organizations Concentration	16
Full-Time Student	162	Mathematics	113
General Courses Required for Graduation	12	Media Program, Library	5
Geology and Earth Science	98	Medical and Accident Insurance	47
Geology Laboratories	7	Medical Technology, Cooperative Program	23
German	96	Medieval Studies Concentration	18
Grade Reports	161	Minority Student Services	35
Grading System	160	<i>Monographs in Undergraduate Mathematics</i>	38
Graduation Requirements	19, 20	Motor Vehicle Registration Fee	46
Greater Greensboro Consortium	10	Motor Vehicles	40
Greek	79	Music	117
Greensboro Regional Consortium, Inc.	10	Music Fees	45
Guaranteed Student Loans	51	Music, Greensboro College Music Faculty	155
<i>Guilford Review</i>	38	National Association for Foreign Student Affairs	35
<i>Guilfordian</i>	38	National Direct Student Loan Program	51
Gymnasium, Alumni	9	Nondiscriminatory Policy as to Students	iv
Health Service	33	Non-Matriculated Students	57
Hege-Cox Hall	9	Normal Semester Load	159
History	103	North Carolina Legislative Tuition Grant	50
History and Philosophy of Science Concentration	16	North Carolina State Contractual Scholarship Fund	50
History Requirement	14	North Carolina State Grants	50
Honor Code	29	Off-Campus Seminars	26
Honors, Departmental	26	Organizations, Campus	36
Honors, Graduating	29	Orientation	33
Housing, Student	30	Overloads	159
Humanistic Studies Major	15	Overseas and Off-Campus Education	26
Humanities Requirement	14	Parent Loan Plan	51
Independent Study	25	Part-Time Student	162
Insurance, Medical and Accident	47	Pass/Fail Option	28
Intensive English (Inter-Link)	28, 44	Payment of Accounts	47, 164
Intercultural Studies Concentration	17	Payment of Accounts, Monthly	47
Intercultural Studies Requirement	13	Peace and Justice Concentration	19
Interdisciplinary Studies	12	Pell Grant Program (formerly Basic Educational Opportunity Grants)	51
Intermediate Education	87	Performing Arts	36
International Relations Club	37	Personal Interview for Admission	42
International Student Application Procedure	43	Personnel	146
International Student Services	34	Philologists Chowder and Marching Society	37
International Students, English Proficiency	13		
Internships	26, 34		

Philosophy	119	Sociology and Anthropology	138
Physical Education	145	<i>Southern Friend: Journal of the North Carolina</i>	
Physical Education Center	9	<i>Friends Historical Society</i>	38
Physician's Assistant, Cooperative Program	23	Spanish	96
Physics	122	Special Advisee	162
Physics Laboratories	7	Special Education	87
<i>Piper</i>	38	Special Interest Groups	37
Placement Service	34	Special Study Opportunities	24
Placement Service, Continuing Education	54	Special Topics Courses	24
Political Science	126	Speech	82
Post-Professional Program, Anesthesia Nurses	24	Sport Management	142, 145
Practicing and Performing Space	9	Sport Studies	141
Pre-Dentistry	24	Sports Medicine	142, 145
Pre-Law	24	Sternberger Auditorium	9, 36
Pre-Medicine	24	Student Activity Fee	46
Pre-Ministerial	24	Student Aid	48
Pre-Professional Options	24	Student Body	3
Pre-Veterinary Medicine	24	Student Body, Continuing Education	52
Probation, Academic	163	Student Classification	161
Psychology	130	Student Government, Continuing	
Psychology Laboratory	7	Education (SGA)	55
Public Interest Research Group (PIRG)	37	Student Government, Residential Campus	30
Publications, Student	38	Student Publications	38
Publications, Other	38	Student Services	33
<i>Quaker</i>	38	Student Tutoring Service	8
Quaker Heritage	1	Studios and Galleries	9
Quaker Students, Aid to	49	Summer Scholars Program	11
Quality Point Average	161	Summer School or Semesters at Other American	
Quality Points	161	or European Institutions	28
Ragan-Brown Field House	9	Summer Schools Abroad	27
Readmission of Suspended or Dismissed		Summer Seminars	27
Students	164	Summer Session	10
Refunds and Adjustments	47, 58	Supplemental Educational Opportunity	
Registration Procedures	160	Grants (SEOG)	51
Related Field	15	Suspension, Academic	164
Religious Life	39	Thesis, Senior	26
Religious Studies	134	Transcripts	161
Residence Halls	31	Transfer Applications	44
Revelers	36	Transfer Credits	162
Scholarship Society	29	Tuition and Fees	45
Scholarships, Special Named	49	Tuition and Fees, Center for	
Scholastic Aptitude Test (SAT)	41	Continuing Education	57
Scholastic Honors	29	Tuition and Fees, Payment	47, 164
School and College Ability Test (SCAT)	56	Tutoring Service, Student	8
Science Laboratories	6	Unclassified Student	162
Science Requirement	14	<i>Undergraduate Journal of Physics</i>	38
Second Degrees	158	Veterans	51
Secondary School Preparation for Admission	41	Visiting Student	162
Secondary Education	87	Weekly Class Schedule	159
Select Freshman Scholarships	49	Withdrawal from College	164
Selection Criteria for Students	41	Withdrawal from Courses	160
Semesters Abroad	27	WQFS-FM	36
Senior Thesis	26	Women's Studies	25
Separation from the College	164	Work Opportunities	51
Social Science Requirement	14	Work-Study	51
Social Services Concentration	19	Year in Japan	27









Guilford  
College

Catalog Supplement  
1983-1984

5800 West Friendly Avenue  
Greensboro, North Carolina 27410

GUILFORD COLLEGE SCHEDULE OF FEES  
Residential Campus  
1983-1984

For the academic year  
of two semesters

	Day Student	Mary Hobbs Hall	Other Halls
Tuition (12-18 credits)	\$4,778	\$4,778	\$4,778
Room and Board		2,125	2,245
	<u>\$4,778</u>	<u>\$6,903</u>	<u>\$7,023</u>
Student Activity Fee	117	117	117
	<u>\$4,895</u>	<u>\$7,020</u>	<u>\$7,140</u>

OTHER FEES

Application Fee	\$ 15	Graduation Fee	\$20
Enrollment Fee	100	Duplicate Diploma Fee	10
Per Credit Tuition	91	Key Deposit	5
(fewer than 23)		Motor Vehicle Registration	
Overload Per Credit	91	Dormitory Student	10
(more than 18)		Day Student	3
*Audit Fee (per credit hour)	25	Linen Deposit	10
*Audit Fee (per course)		Insurance Premium	63
(Senior Citizens)	25	**Athletic Insurance	
Registration Fee		Premium	
(part-time students)	15	Transcript Fee (per copy)	2
Late Registration Fee	10		

\*Auditors pay no registration fee, but pay special course fees where applicable.

\*\*The athletic insurance policy is currently being evaluated. All students involved in intercollegiate athletics are required to carry special athletic insurance. Information about this coverage will be sent by the Athletic Department.

All fees are subject to adjustment.

COURSE FEES

Education 440 \$ 50

SPORTS STUDIES FEES

Ballet 30

Horseback Riding 100

Sailing 20

MUSIC FEES

Guilford College students registered for private lessons in applied music at Greensboro College pay \$470 per semester for two half-hour lessons per week, and \$235 per semester for one half-hour lesson per week.

Fees also are charged for the use of practice rooms at Guilford College and for the use of college orchestral instruments according to the following scale, which reflects charges for one academic year (two semesters):

Use of Practice Room with Piano	
6 hours per week	\$20
12 hours per week	40
Use of Practice Room without Piano	
6 hours per week	15
12 hours per week	20
Rental of Orchestral Instruments	20



GUILFORD COLLEGE CENTER FOR CONTINUING EDUCATION  
1983-84 Fall Semester Tuition and Fees

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FEES

Fee Per Credit Hour.....	\$ 91
Application Fee.....	15
Registration Fee.....	15
Activity Fee.....	10
Audit Fee - per credit hour.....	25
Special Non-Credit Courses - English 011 and Math 011 (includes Registration Fee).....	100
Graduation Fee.....	20
Duplicate Diploma Fee.....	10
Insurance (upon request at registration if taking 10 or more credit hours).....	63
Monthly Payment Plan Service Charge.....	3% add-on
Motor Vehicle Registration - First Sticker	
Commuting Student.....	3
Each additional sticker.....	1

All fees are subject to adjustment.

SPECIAL COURSE FEES (see opposite page).

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CENTER FOR CONTINUING EDUCATION  
Campus Services and Activities

Open to all

- membership in campus organizations
- academic facilities (including library, computer, Academic Skills Center, etc.)
- off-campus semesters at full tuition
- cultural and entertainment activities (at applicable student fee, if any)
- financial aid services, including Job Location and Development Service
- consideration for on-campus employment

On a fee-for-use basis

- field house privileges
- sports events attendance
- pictures in yearbook
- yearbook acquisition
- placement counseling
- off-campus seminars at cost
- choir when not for credit (\$25)

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Guilford College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.



REFUND POLICY  
Residential Campus/Center for Continuing Education

Tuition Refund Schedule

(Calendar days beginning with the first day of college classes)

- 1 through 7 - 100% refund of tuition
- 8 through 14 - 80% refund of tuition
- 15 through 21 - 60% refund of tuition
- 22 through 28 - 40% refund of tuition
- After the 28th day - no refund of tuition

Student activity fees for both campuses will be refunded in full during the 100% tuition refund period, but will be nonrefundable thereafter.

Continuing Education registration fee is payable at preregistration and is nonrefundable.

ACADEMIC PROGRAMS

Honors Program - A new and fully revised Honors Program has been inaugurated. The program includes special sections of freshman interdisciplinary studies and English, sophomore history, cross-departmental seminars, and opportunities for upperclass students to do extensive independent work in major fields of interest. (For further information, contact Program Director, Elwood Parker.)

Concentrations - Areas of concentration -- in addition to those listed on catalog pages 16-18 -- are now offered in Women's Studies (contact Elizabeth Keiser for further information) and Communications (contact Richard Zweigenhaft).

Certificates of Study - The Center for Continuing Education offers a new program leading to "Certificates of Study" in most of the College's major areas and several interdisciplinary programs. This program consists of four to six related courses, taken in an approved sequence. It is designed for those not seeking a baccalaureate degree but wishing a smaller, planned, coherent course of study leading to a recognized credential. (For further information, contact Ann Johnson, Director of Continuing Education.)

Computers - The College has greatly expanded computer capabilities with the installation of a new central processing unit (DEC VAX) with a 60 terminal capacity, exclusively for academic use. Additionally, a 20-unit personal computer lab has been developed, using IBM PC computers. A Computer Concentration is being planned.

FACULTY ADDITIONS

Henry Garland Granger III (1983), Assistant Professor of Accounting  
B.S. 1968, Atlantic Christian College; M.A. 1971, Appalachian State University; North Carolina CPA

Charles C. Smith (1983), Assistant Professor of Biology  
B.A. 1968, Ohio State University; M.A. 1972, Cleveland State University;  
Ph.D. 1977, Ohio State University

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Guilford College does not discriminate on the basis of age, race, color, religion, national origin or handicap in admissions, employment or access to its programs or activities.

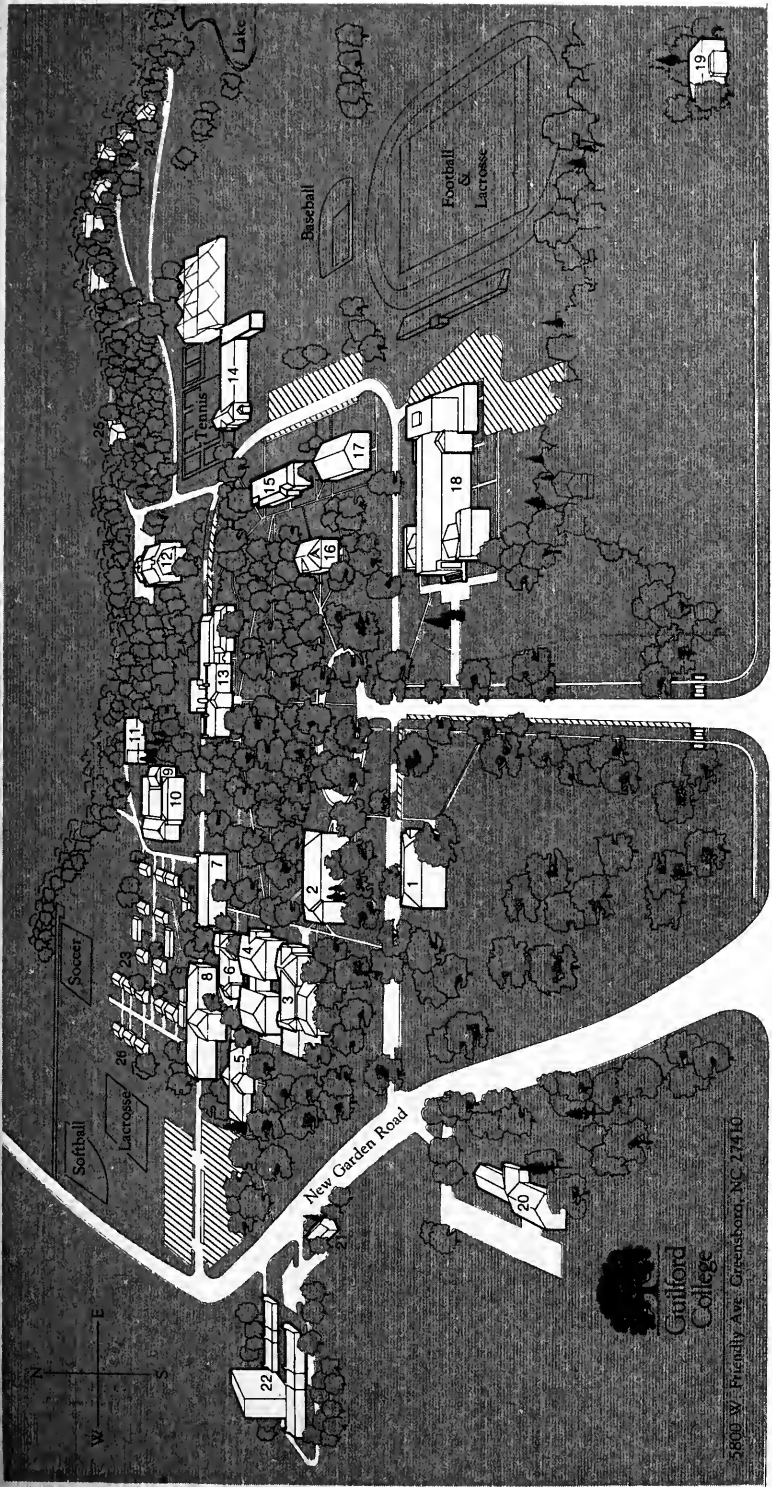
# GUILFORD COLLEGE CALENDAR 1983-1984

## FALL SEMESTER

Black and International Student Orientation Begins — 11:00 a.m.	Wed., Aug. 24, 1983
First Faculty Meetings 9:00 a.m.-4:30 p.m.;	
Picnic at 6:00 p.m. ....	Wed., Aug. 24, 1983
New Students Arrive for Orientation 9:00 a.m.-1:00 p.m. ....	Thurs., Aug. 25, 1983
Registration—Continuing Education 8:30 a.m.-1:30 p.m.;	
5:00-8:00 p.m. ....	Fri., Aug. 26, 1983
Registration—New Main Campus Students	
9:00 a.m.-12:00 noon; 1:00-3:00 p.m. ....	Sat., Aug. 27, 1983
Returning Students Arrive—1:00-5:00 p.m. ....	Sun., Aug. 28, 1983
Registration—Main Campus Students 9:00 a.m.-12:00 noon;	
1:00-3:00 p.m. ....	Mon., Aug. 29, 1983
First Classes—Late Registration Fee Applicable ....	Tues., Aug. 30, 1983
Last Day to Add Courses ....	Fri., Sept. 9, 1983
Chairpersons Must Revise List of Courses for Second Semester ...	Fri., Sept. 16, 1983
Consortium Dinner at Guilford College 6:30 p.m. ....	Thurs., Sept. 22, 1983
Mid-Term Grade Due for Work as of Wed., October 12 ....	Fri., Oct. 14, 1983
Fall Break Begins—Close of Day ....	Fri., Oct. 14, 1983
Residence Halls Close from 4:00 p.m. ....	Fri., Oct. 14, 1983
Until 1:00 p.m. ....	Sun., Oct. 23, 1983
Classes Reconvene ....	Mon., Oct. 24, 1983
Last Day to Withdraw and Receive \$100 Enrollment Fee ....	Mon., Oct. 31, 1983
Last Day for Withdrawal with Grade of W ....	Tues., Nov. 1, 1983
Preregistration for Second Semester from ....	Mon., Nov. 7, 1983
Through ....	Tues., Nov. 15, 1983
Night Classes Scheduled for Wed., Nov. 23 Will Meet ....	Fri., Nov. 18, 1983
Day Classes Normally Scheduled for Wed. or Fri. Will Meet ....	Wed., Nov. 23, 1983
Thanksgiving Holiday Begins 4:00 p.m. ....	Wed., Nov. 23, 1983
Residence Halls Close from 4:00 p.m. ....	Wed., Nov. 23, 1983
Until 1:00 p.m. ....	Sun., Nov. 27, 1983
Classes Reconvene ....	Mon., Nov. 28, 1983
Continuing Education Students' English Essay/Reading Test ....	Sat., Dec. 3, 1983
Reading Day ....	Wed., Dec. 14, 1983
Exams Begin ....	Thurs., Dec. 15, 1983
Exams End ....	Tues., Dec. 20, 1983
Residence Halls Close from 4:00 p.m. ....	Tues., Dec. 20, 1983
Until 1:00 p.m. ....	Tues., Jan. 10, 1984

## SPRING SEMESTER

Registration — Continuing Education Students	
8:30 a.m.-1:30 p.m.; 5:00-8:00 p.m. ....	Tues., Jan. 10, 1984
New and Returning Students Arrive 1:00 p.m. ....	Tues., Jan. 10, 1984
Registration — All Main Campus Students	
9:00 a.m.-12:00 noon; 1:00-3:00 p.m. ....	Wed., Jan. 11, 1984
First Classes — Late Registration Fee Applicable ....	Thurs., Jan. 12, 1984
Last Day to Add Courses ....	Wed., Jan. 25, 1984
Chairpersons Must Submit List of Courses for Next Year ....	Wed., Feb. 1, 1984
Mid-Term Grades Due for Work as of Friday, February 24 ....	Wed., Feb. 29, 1984
Spring Break Begins — Close of Day ....	Fri., Mar. 2, 1984
Residence Halls Closed from 4:00 p.m. ....	Fri., Mar. 2, 1984
Until 1:00 p.m. ....	Sun., Mar. 11, 1984
Classes Reconvene ....	Mon., Mar. 12, 1984
Last Day for Withdrawal with Grade of W ....	Wed., Mar. 14, 1984
Last Day to Withdraw and Receive \$100 Enrollment Fee Refund	Fri., Mar. 30, 1984
Preregistration for Fall Semester 1984 from ....	Mon., Apr. 9, 1984
Through ....	Mon., Apr. 16, 1984
Reading Day ....	Thurs., Apr. 26, 1984
Exams Begin ....	Fri., Apr. 27, 1984
Exams End ....	Wed., May 2, 1984
Commencement ....	Sat., May 5, 1984



← To Winston-Salem

West Friendly Avenue

To downtown Greensboro →

To  
1-40

1. New Garden Hall
2. Duke Memorial Hall
3. Library
4. King Hall
5. Center for Continuing Education
6. Mary Hobbs Hall

13. Founders Hall & Sternberger Auditorium
14. Physical Education Center (Ragan-Brown Field House & Alumni Gym)
15. Hege-Cox Hall

16. Archdale Hall
17. English Hall
18. Dana Auditorium
19. George White Hall
20. New Garden Friends Meeting
21. Office, N.C. Yearly Meeting



Visitor Parking

22. Friends Homes
23. Frazer Apartments
24. Faculty Housing
25. Ragsdale House
26. Dana Houses

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